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VOICES OF
AMERICAN
HISTORY

AMERICAN REVOLUTION

*The Journey
Toward
Independence*

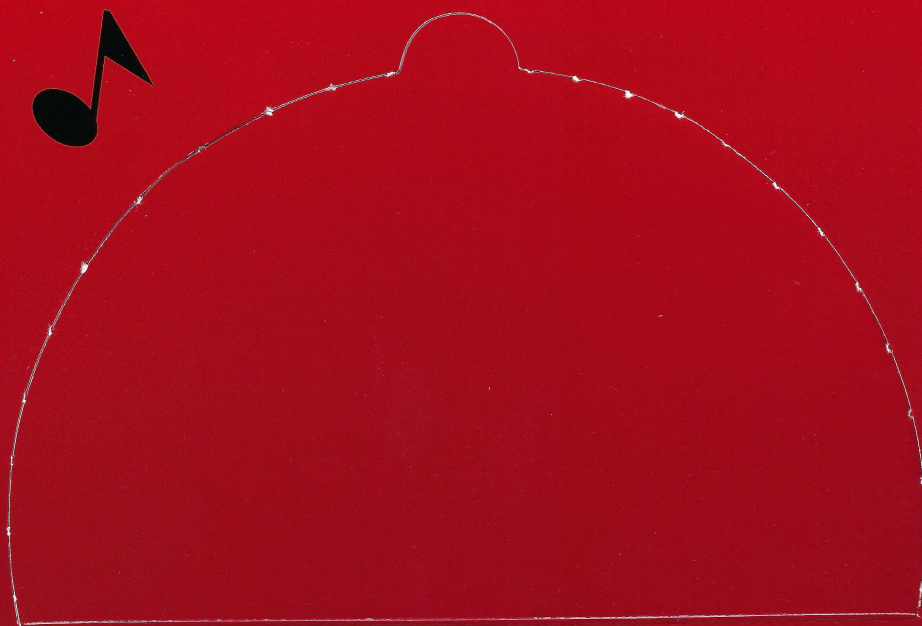
by
Steven Traugh

Exploring American history through historical songs, narrative readings, discussion questions, and activity ideas!

Creative Teaching Press®

AMERICAN REVOLUTION

The Journey Toward Independence



CD 1 Tracks

Narratives and Songs with Lyrics

1. Taxation Without Representation narrative
2. "American Taxation"
3. The English Perspective narrative
4. "American Ballad"
5. Trouble Brews in Boston narrative
6. "Revolutionary Tea"
7. The Continental Congress narrative
8. "Free America"
9. The Battles Begin narrative
10. "Song of the Minutemen"
11. The Declaration of Independence narrative
12. "The Liberty Song"
13. The War in the Northern Colonies narrative
14. "Yankee Doodle"
15. The War in the Southern Colonies narrative
16. "Song of Marion's Men"
17. David and Goliath on the Sea narrative
18. "The Yankee Privateer"
19. Women and the War narrative
20. "To the Ladies"
21. Women and the War narrative (continued)
22. "Johnny Has Gone for a Soldier"
23. A Growing Confidence narrative
24. "The Old Soldiers of the King"
25. American Victory narrative
26. "The World Turned Upside Down"
27. Independence narrative
28. "Hail Columbia"

CD 2 Tracks

Instrumental Versions of Songs

1. "American Taxation"
2. "American Ballad"
3. "Revolutionary Tea"
4. "Free America"
5. "Song of the Minutemen"
6. "The Liberty Song"
7. "Yankee Doodle"
8. "Song of Marion's Men"
9. "The Yankee Privateer"
10. "To the Ladies"
11. "Johnny Has Gone for a Soldier"
12. "The Old Soldiers of the King"
13. "The World Turned Upside Down"
14. "Hail Columbia"

Shields
4-144

VOICES OF
AMERICAN
HISTORY

AMERICAN REVOLUTION

*The Journey
Toward
Independence*

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Introduction

"I hear America singing," wrote nineteenth-century poet Walt Whitman. Now, more than a hundred years later, America is still singing. The song of America, like the nation itself, is full of humor and faith, hope and confidence, and belief in ourselves and in our future. It is the song of the generations who forged the nation—the free and enslaved, native and immigrant, rich and poor—and of all who pursued the dream of liberty and equality.

History has a rich oral tradition. Before the widespread use of print media, information about current events was communicated by word of mouth. Many topics of the day were put to music as a means of remembering the facts, satirizing the content and characters, or helping people deal with their emotions. Consequently, there is a wealth of songs that retell the events of American history, often from the perspective of its everyday citizens.

The four-book *Voices of American History* series provides a new way to bring to life the people and events of various historical eras:

Colonial America: A New World

American Revolution: The Journey Toward Independence

United and Divided: A Young Nation through the Civil War

Westward Expansion: America Moves West

Each resource book in this series contains activities, two CDs, and three full-color pull-out posters centered around historical songs and narratives adapted from original sources. Students hear the actual words of the men, women, and children who lived the events. The lyrics and narratives help students understand American history as the accumulated experiences of people from all walks of life—Native Americans, explorers, colonists—with diverse geographical, cultural, and ethnic backgrounds.

The music and lyrics for the songs featured in this series were adapted from original sources. Some of the original songs existed in multiple versions. Often, the melody remained the same, while the words were adapted for a particular location or purpose. The versions of the songs that appear in this series best represent the lesson topics and are most appropriate for student use.



How to Use This Book

This resource gives you everything you need to bring America's voices into the classroom.

RESOURCE BOOK

This book features 13 lessons. Each lesson focuses on a particular historical event or group of people and contains

- ★ an introductory narration
- ★ key vocabulary
- ★ discussion questions
- ★ a historical song
- ★ activity ideas and research topics
- ★ an oral presentation idea
- ★ literature links

POSTERS

The three pull-out posters reflect and visually reinforce the concepts presented in the lessons:

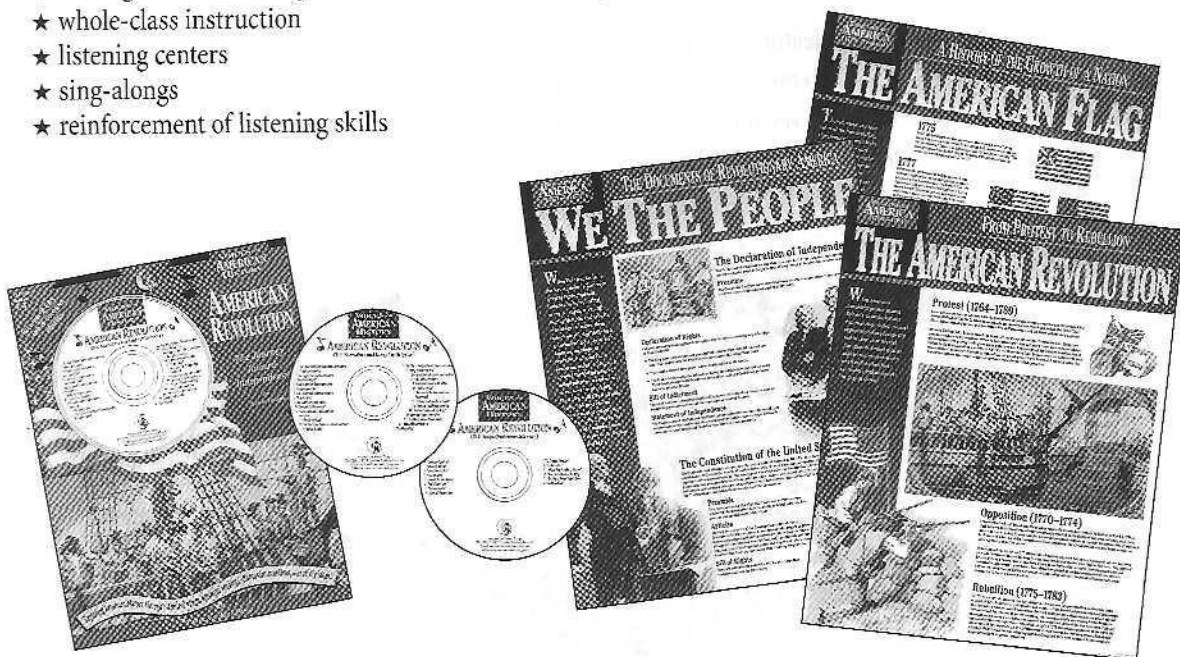
- ★ The American Flag: A History of the Growth of a Nation
- ★ We the People: The Documents of Revolutionary America
- ★ The American Revolution: From Protest to Rebellion

Use the reproducible activities on the back of each poster to supplement the material in the corresponding lesson. Each poster back includes a class activity, a five-paragraph essay assignment, and a page that challenges students to test their knowledge of the information on the poster front.

CDs

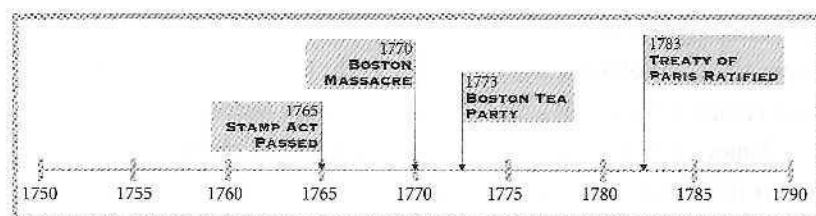
CD 1 contains all narration, quotes, and songs for the lessons. CD 2 contains only the instrumental version of each song for use as background music and in student performances or presentations. Use the CDs for

- ★ whole-class instruction
- ★ listening centers
- ★ sing-alongs
- ★ reinforcement of listening skills



GETTING STARTED

Begin by displaying the posters. During the lessons, refer to the personalities, geography, and ideas on the posters as the class studies them, and choose the activities from the back of each poster that best meet the needs of your students. Also prepare for the lessons by setting up a class library of related books. Each lesson includes a list of suggested fiction and nonfiction titles. Finally, set the stage for the entire unit (13 lessons) by



displaying a timeline with specific dates. At the beginning of each lesson, ask students to place an arrow on the timeline to show the place in time of the event they will study.

Use a graphic organizer to record the information your students already know about the topic and questions they may have. Refer to the chart as students find the answers to their ques-

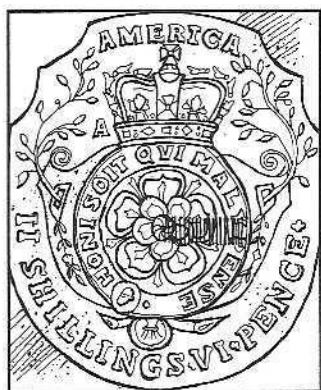
WHAT WE KNOW	QUESTIONS WE HAVE	ANSWERS WE FOUND
King George III wanted to tax the colonists.	Why did he need to raise money from the colonies?	
The Boston Tea Party was a protest against a tax on tea.	Why were the colonists opposed to taxes?	

tions in the lessons. Record any new information on the chart. Prepare students for the introduction and song for each lesson by reviewing the terms listed on the first page of the lesson. Some of the terms were in use at the time in history when the song was first written and will not be familiar to your students. Introducing and reinforcing these terms helps students understand the differences between life then and now.

Next, play the tracks for the introductory narration and song from CD 1. The icons on the first page of each lesson show you when to play each corresponding track on the CD. The text of the introductory narration and the song lyrics appear on reproducible pages. Display these pages as overhead transparencies, or make individual copies for each student.

After you play the introductory narration and song, refer to the discussion questions. Use the questions to prompt class discussion, or ask students to answer them on their own. Then, refer to the list of activity ideas and research topics. These ideas carry the historical theme across the curriculum and enhance students' understanding of the introduction and song. Select the ideas that are most appropriate for your class.

As a culminating activity, consider having students role-play the events and people they studied in the lessons. Use the materials in this resource to stage a musical-historical drama. Use the instrumental arrangements on CD 2 as background music for the performers. Refer to Performance Suggestions (pages 46–47) for tips on organizing, staging, and performing for an audience.



Taxation Without Representation

DISCUSSION QUESTIONS

1) Why did the English want to tax the colonies?

2) What do you think William Pitt meant when he said, "Not to sheathe the sword in its scabbard, but to sheathe it in the bowels of your countrymen?"

3) What do you think were some of the colonists' rights that England was threatening to take away?

1 The British government sought to recoup its military and naval expenses for protecting colonial borders and shipping. In the later part of the 1700s, the British Parliament imposed a series of taxes and trade restrictions on its American colonies. These measures set off angry protests throughout America. Colonists were not allowed to elect their own representatives to the British Parliament. With no representatives, the colonists had little power to change the tax laws. A growing number of colonists felt that this "taxation without representation" was illegal oppression by the King and an erosion of their rights as Englishmen.

The colonies, however, were not without their supporters in Parliament. Although ill and bedridden at the time, William Pitt had himself carried into Parliament to speak on the colonists' behalf against the much-hated Stamp Act.

IN HIS ADDRESS TO PARLIAMENT IN 1761, WILLIAM PITT STATED:

Gentlemen . . . I have been charged with giving birth to sedition in America. They have spoken their sentiments with freedom against this unhappy act, and that freedom has become their crime . . . In such a cause [as this forceful taxation] your success would be hazardous. America, if she fell, would fall like a strong man. She would embrace the pillars of state, and pull down the constitution along with her. Is this your boasted peace? Not to sheathe the sword in its scabbard, but to sheathe it in the bowels of your countrymen?

2 **SONG: "AMERICAN TAXATION"**

VOCABULARY

- ★ **recoup:** to make up for
- ★ **sedition:** actions or language leading to rebellion against authority
- ★ **sheathe:** to enclose in a protective covering
- ★ **scabbard:** the covering for a sword or dagger

American Taxation

ADAPTED BY STEVEN TRAUGH

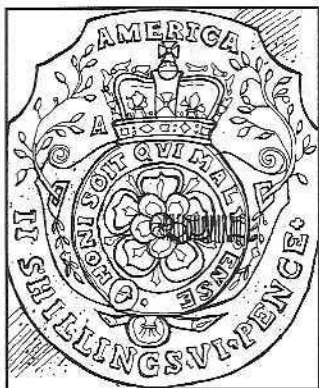
While I relate my story, Americans give ear,
Of Britain's fading glory, you presently shall hear.
I'll give a true relation, attend to what I say,
Concerning the taxation of North Americay.

The cruel lords of Britain, who glory in their shame,
The project they have hit on, they joyfully proclaim;
'Tis what they're striving after, our rights to take away,
And rob us of our charter in North Americay.

King George! You are distracted. You'll by experience find
The laws you have enacted are of the blackest kind.
I'll make a short digression and tell you, by the way,
We fear not your oppression in North Americay.

Our fathers were distressed, while in their native land,
By tyrants were oppressed, as we do understand;
For freedom and religion, they were resolved to stray,
And settle the wild regions of North Americay.





Taxation Without Representation

LITERATURE LINKS

Fiction

Early Thunder by Jean Fritz (Viking Penguin) Fourteen-year-old Daniel Webster witnesses the frightening events of the Revolutionary War.

Nonfiction

American Revolution, 1763–1783 by Christopher and James L. Collier (Marshall Cavendish) This book examines the people and events involved in the Revolutionary War.

Samuel Adams: Grandfather of his Country by Karin Farley (Raintree) The life of the American patriot is told in this biography.

Why Don't You Get a Horse, Sam Adams? by Jean Fritz (Putnam) This is a fun-to-read biography about the American patriot.

ACTIVITIES/RESEARCH

1) Samuel Adams was a leading voice against the Stamp Act and was known as the “Father of the American Revolution.” He was also a master at the use of propaganda. Ask students to research his life and report on the activities and examples of propaganda he used to further the cause for independence.

2) A group known as the Sons of Liberty formed in protest to the new English taxes. Ask students to research who the Sons of Liberty were and what their purpose was. Have them identify who coined the name of the group.

3) The Patriots used tarring and feathering as a punishment for the representatives of King George III. Have students write a persuasive paper on this tactic and tell how its use strengthened or weakened the Patriots’ cause for liberty.



4) Have students research the reasons why the British government needed to raise money. Ask them to investigate and report on events in Europe and in the American colonies prior to the Stamp Act that created England’s debt.

ORAL PRESENTATION IDEA

Divide the class into small groups. Have each group research and prepare a presentation on one of the British colonial acts (e.g., Stamp Act, Townsend Acts, Sugar Act, Quartering Act, Tea Act, Port Act, Coercive Acts). Encourage groups to include a short skit as part of their presentation to help explain what each act really meant to the colonists.

The English Perspective



3 The majority of the British government supported colonial taxation. They found flaws in the colonial argument that Englishmen could not be taxed unless they were allowed representation in Parliament. Only men who owned property were allowed to vote in England. Consequently, this meant that only one out of every twenty people in England had a right to vote, yet all were taxed. The nonvoting Englishmen's rights and interests were advocated through what was called "virtual representation," which was extended to them by the members of Parliament from their communities.



SOAME JENYNS, A MEMBER OF PARLIAMENT FROM 1741 TO 1780, ANSWERED THE COLONISTS' OBJECTIONS TO "TAXATION WITHOUT REPRESENTATION":

Every Englishman, whether he has a right to vote for a representative or not, is still represented in the British Parliament . . . Why does not this imaginary representation extend to America, as well as over the whole island of Great Britain? If the towns of Manchester and Birmingham, sending no representatives to Parliament, are . . . represented, why are not the cities of Albany and Boston equally represented in that assembly? Are they not . . . Englishmen? Or are they only Englishmen when they solicit for protection, but not Englishmen when taxes are required to enable this country to protect them?

4 SONG: "AMERICAN BALLAD"

DISCUSSION QUESTIONS

- 1) What is "virtual representation"?
- 2) Use the words from the introductory narration and song to show how Englishmen felt about the American colonists. Why did Englishmen think the Americans were being unreasonable in their attitudes?

VOCABULARY

- ★ **advocated:** pleaded or argued on another's behalf
- ★ **solicit:** to seek to obtain something by persuasion

American Ballad

ADAPTED BY STEVEN TRAUGH

Our blood and treasure oft have flowed
To save them in distress;
Whene'er they called, then straight flew we,
Their inj'ries to redress.

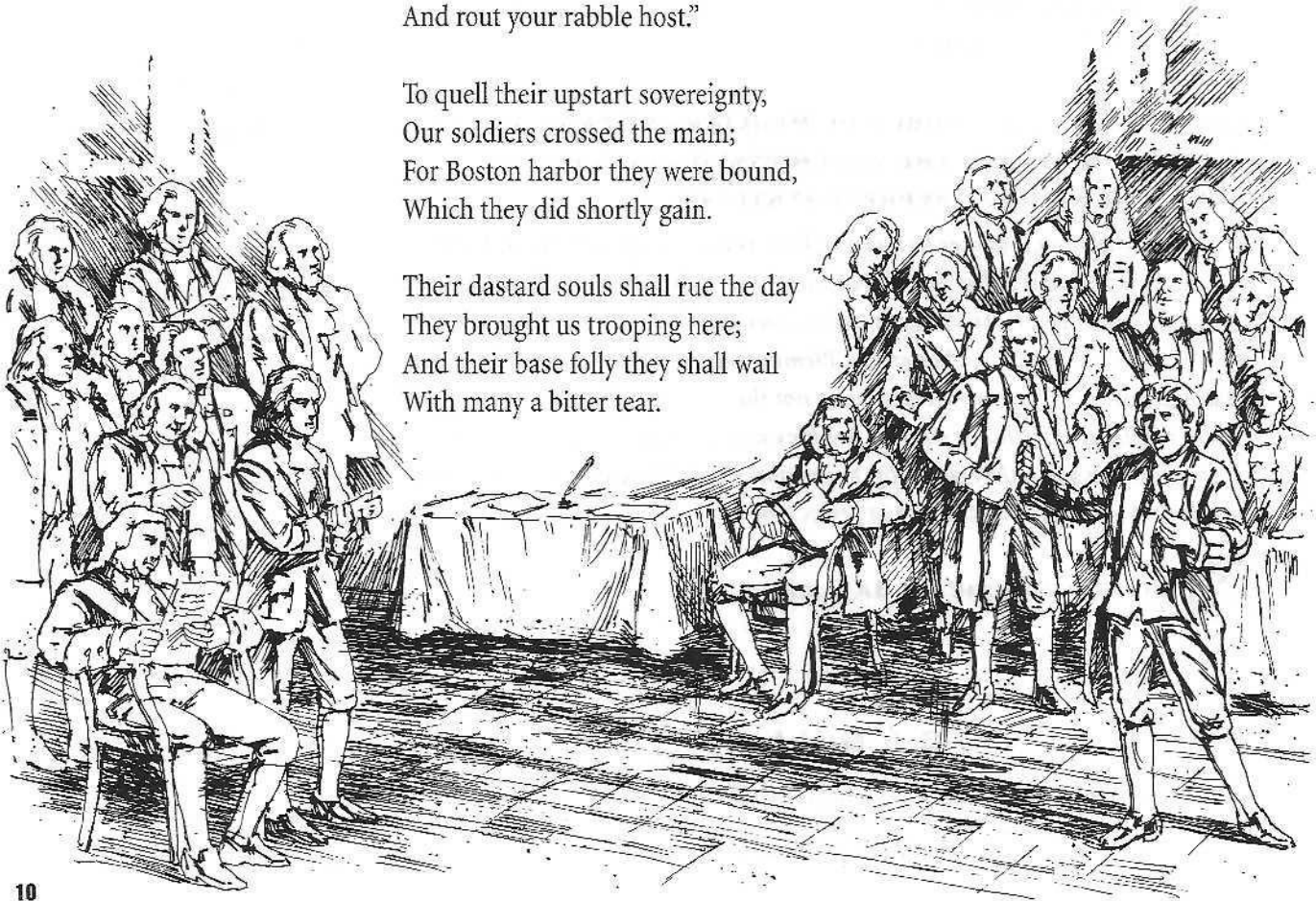
But by their growing wealth and pow'r
How fatally misled,
"We'll set up for ourselves," cry they,
And own no other head.

"Tax us! Oh heavens! How dare she dream
Such grateful elves we'll be.
We'll make her tax herself to death
While we escape scot-free."

"No, no, my friend, you vaunt too soon,
Old England scorns your boast.
She'll soon pull down your towering pride,
And rout your rabble host."

To quell their upstart sovereignty,
Our soldiers crossed the main;
For Boston harbor they were bound,
Which they did shortly gain.

Their dastard souls shall rue the day
They brought us trooping here;
And their base folly they shall wail
With many a bitter tear.



The English Perspective



ACTIVITIES/RESEARCH

- 1) Have students research and report on the life of George William Frederick, known as King George III.
- 2) Have students write a letter to King George III as if they are Soame Jenyns. Ask them to explain "their" point of view regarding taxation.
- 3) Ask students to research the kinds of goods the American colonies traded with England. Have students create and complete a two-column chart labeled *Imports and Exports*.
- 4) Ask students to research the role of the British Parliament, especially in taxing the American colonies. Have students present their findings to the class.

ORAL PRESENTATION IDEA

Explain to students that "American Ballad" was sung by the British to make fun of the Americans, and as such, contains vocabulary that is unfamiliar to modern Americans. Divide the class into small groups. Give each group one of the following words: *rabble*, *rout*, *quell*, *sovereignty*, *rue*, *folly*, *vaunt*. Have each group perform a skit in which they act out the meaning of the word as it is used in the song.



LITERATURE LINKS

Fiction

Their Faithful Handmaid: Fanny Burney at the Court of King George III by Hester Davenport (Sutton) Miss Fanny is an observer of the turbulent events in the court of King George III.

Nonfiction

Can't You Make Them Behave, King George? by Jean Fritz (Putnam) An easy-to-read biography presents King George III at the time of the American Revolution.

King George III: English Monarch by Ann Graham Gaines (Chelsea House) This is a biography of the monarch who lost the American colonies.

Kings and Queens: Rulers & Despots by Fiona McDonald (Franklin Watts) Royalty throughout the ages are presented in this informative book.



Trouble Brews in Boston

DISCUSSION QUESTIONS

1) John Andrews reported that a third chest “was freighted with a large quantity of other goods, which they took the greatest care not to injure.” What does this mean and what does this action tell you about the “actors” of the Boston Tea Party?

2) Who are the mother and daughter in the song? Give evidence from the song that supports your opinion.

3) Why do you think the singer used the idea of a mother and daughter to tell this story?



Resistance to British authority was particularly strong in Boston. Boycotts of English goods were organized and town meetings were held to openly protest taxation. In October 1768, British troops were sent to Boston. It would be the first time soldiers were used to control colonists. Tensions between the troops and the people of Boston grew until violence erupted on March 5, 1770. Soldiers fired on a large group of angry citizens in what came to be known as the Boston Massacre.

When Parliament passed laws giving the financially troubled British East India Company a virtual monopoly on tea, Bostonians came up with a dramatic form of protest.

JOHN ANDREWS, A BOSTON MERCHANT, DESCRIBED THE EVENTS OF DECEMBER 16, 1773, LATER KNOWN AS THE BOSTON TEA PARTY:

... They say the actors were Indians from Narragansett. Whether they were or not, to a transient observer they appear'd as such ... They muster'd ... upon Fort Hill, to the number of about two hundred, and proceeded, two by two, to Griffin's wharf, where [the three ships] lay, each with 114 chests of the ill-fated article on board ... two ... with only that article, but the [third] ... was freighted with a large quantity of other goods, which they took the greatest care not to injure in the least, and before nine o'clock in the evening, every chest from on board the three vessels was knock'd to pieces and flung over the sides.



SONG: “REVOLUTIONARY TEA”

VOCABULARY

- ★ **boycott:** an expression of protest where a group acts together not to purchase, use, or deal in certain goods or services
- ★ **article:** a particular item; in this case, tea
- ★ **freighted:** carried as cargo

Revolutionary Tea

ADAPTED BY STEVEN TRAUGH

There was a rich lady lived over the sea
And she was an Island Queen.
Her daughter lived off in a new country
With an ocean of water between.
With an ocean of water between.

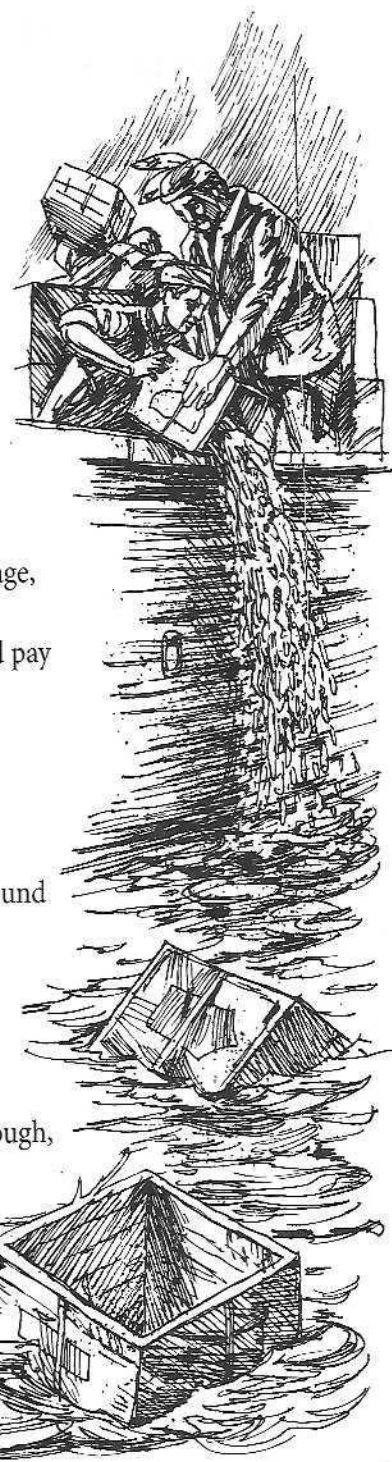
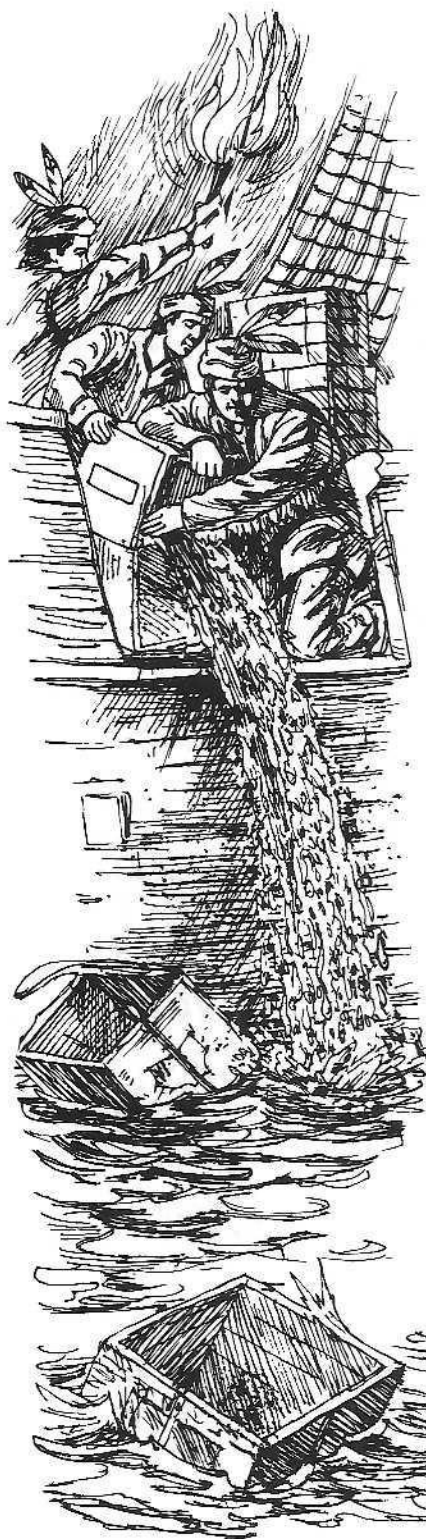
The old lady's pockets were filled with gold,
But never contented was she.
She called on her daughter to pay her a tax
Of three pence a pound on her tea.
Of three pence a pound on her tea.

"Now, mother, dear mother," the daughter replied,
"I sha'n't do the thing that you ask.
I'll gladly pay a fair price for the tea,
But never a threepenny tax.
But never a threepenny tax."

"You shall! You shall!" cried the mother with rage,
"For you're my own daughter, you see.
And sure, 'tis quite proper the daughter should pay
Her mother a tax on the tea.
Her mother a tax on the tea."

The tea was conveyed to the daughter's door,
All down by the oceanside.
But the bouncing girl poured out every last pound
In the dark and the boiling tide.
In the dark and the boiling tide.

And then she called out to the Island Queen,
"Oh, mother, dear mother," said she,
"Your tea you may have when it is steeped enough,
But never a tax from me.
But never a tax from me."





Trouble Brews in Boston

LITERATURE LINKS

Fiction

Fifth of March: A Story of the Boston Massacre by Ann Rinaldi (Harcourt Brace) This historical novel addresses the events of the Boston Massacre in 1770.

Secret Party in Boston Harbor by Kris Hamphill (St. Martin's Press) Thirteen-year-old Sarah recalls the events leading up to the act of rebellion known as the Boston Tea Party.

Nonfiction

Boston Tea Party by Walter Oleksy (Franklin Watts) This book explores how this revolutionary action affected American democracy.

Crispus Attucks: Black Leader of Colonial Patriots by Dharathula H. Millender (Aladdin) This is the biography of a slave who joined the patriots and was the first man to die in the American Revolution.

ACTIVITIES/RESEARCH

- 1) Have students research the Boston Massacre and the subsequent trial. Have them write a paragraph that tells about one of the people involved in these events.
- 2) Ask students to write a newspaper article about the Boston Massacre that includes *who, what, where, why, and when* and fairly represents both the British and American sides.
- 3) Have students pretend they are Bostonians during the time of the Boston Massacre and Boston Tea Party. Ask them to write a letter to a family member that explains what happened during these events.
- 4) Ask students to write an acrostic poem using the words Boston Tea Party. Encourage them to include responses that help explain the event.



ORAL PRESENTATION IDEA

Divide the class in half, and have the two groups debate whether or not tea should be taxed. One side could be the "daughter" in the song and the other group could be the "mother."

The Continental Congress



7 In an effort to break the spirit of the Bostonians, the British responded to the Boston Tea Party by closing the Boston harbor. News of this hostile act quickly spread throughout the colonies and served to strengthen opposition to England's rule in America. The First Continental Congress was soon convened in Philadelphia. They adopted a Declaration of Rights for the colonies that Britain would have to recognize if reconciliation was to take place. England responded with a show of force that led to violence and open revolt in some of the colonies. In 1775, a Second Continental Congress met to discuss, among other things, the possibility of declaring independence from England.

JOHN ADAMS, ONE OF THE DELEGATES, RECEIVED A LETTER FROM HIS WIFE, ABIGAIL, SUPPORTING INDEPENDENCE AND PROPOSING SOME OTHER CHANGES ABOUT WHICH SHE FELT STRONGLY:

I long to hear that you have declared an independency. And, by the way, in the new code of laws which I suppose it will be necessary for you to make, I desire you would remember the ladies and be more generous and favorable to them than your ancestors. If particular care and attention is not paid to the ladies, we are determined to foment a rebellion, and will not hold ourselves bound by any laws in which we have no voice or representation.

In reality, it would be generations before women would gain the right to vote, but the Second Continental Congress did help to focus the hopes and energies of the colonists and to set into motion a series of events that would move America toward independence.



SONG: "FREE AMERICA"

VOCABULARY

- ★ **convened:** came together for an official purpose
- ★ **reconciliation:** the act of settling or resolving differences
- ★ **dominion:** a territory or realm of control
- ★ **array:** an orderly, large, impressive arrangement of troops

DISCUSSION QUESTIONS

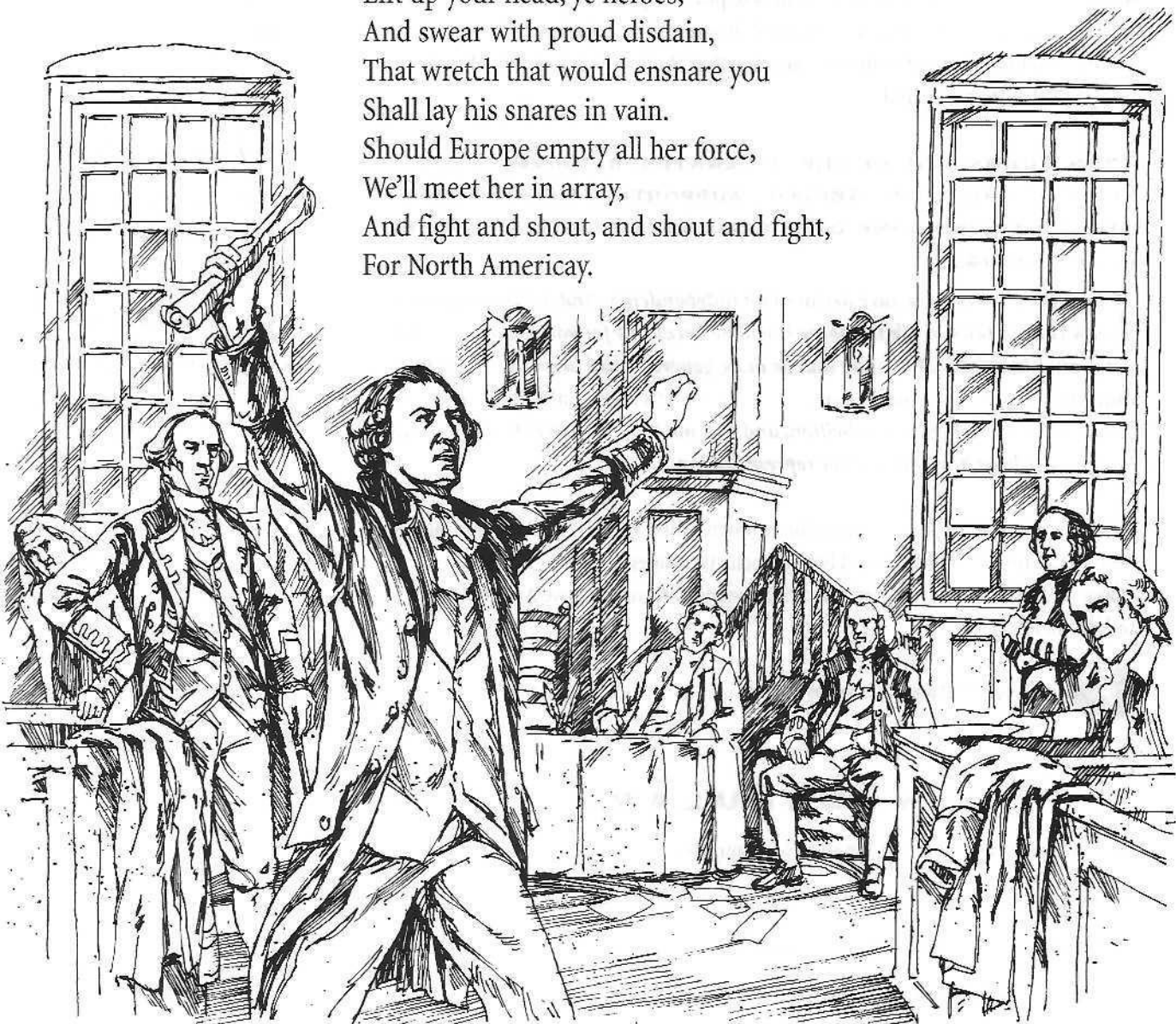
- 1) How was Abigail Adams ahead of her time?
- 2) How did England's response to the Boston Tea Party strengthen America's resolve?
- 3) In the song, what does the singer mean by "The world shall own we're masters here"?

Free America

ADAPTED BY STEVEN TRAUGH

Born from a world of tyrants
Beneath the western sky,
We'll form a new dominion,
A land of liberty.
The world shall own we're masters here,
Then hasten on the day;
Oppose, oppose, oppose, oppose,
For North Americay.

Lift up your head, ye heroes,
And swear with proud disdain,
That wretch that would ensnare you
Shall lay his snares in vain.
Should Europe empty all her force,
We'll meet her in array,
And fight and shout, and shout and fight,
For North Americay.



The Continental Congress



ACTIVITIES/RESEARCH

- 1) Have students research and write a report about the consequences the colonists faced if found guilty of going against the King of England.
- 2) Explain to students that Lord North called for British Parliament to punish the Bostonians for the Tea Party. Ask students to research what Parliament did and explain how this plan backfired.
- 3) Have students research and report on the First and Second Continental Congresses. Ask them to find out when and where each was held, who attended, and what was accomplished by each session.
- 4) Explain to students that the First Continental Congress was divided into two political groups. Have them research the name of each group and how the groups differed in their attitudes toward England.

ORAL PRESENTATION IDEA

Tell students that just before the American Revolution, many colonists wrote speeches to persuade their countrymen to unite against England. Have students research one of these speeches and then memorize part of it. Encourage them to dress like a colonist and recite their part for the class.



LITERATURE LINKS

Fiction

Johnny Tremain by Esther Forbes (Dell Yearling) This novel follows the life of a young apprentice during the beginning days of the Revolutionary War.

Nonfiction

Abigail Adams: Witness to a Revolution by Natalie Bober (Atheneum) Introduce students to the story of a remarkable woman with this biography.

John Adams by Anne Weisbacher (Abdo & Daughters) This book about the second U.S. president tells of his early life and his role in our country's early history.



The Battles Begin

DISCUSSION QUESTIONS

- 1) What is meant by the “rhetoric of war”?
- 2) Why do you think Patrick Henry feels “There is no retreat”?
- 3) Using evidence from the introductory narration and song, how can you tell that the colonies were confident they would be the victors?



Between the first and second meetings of the Continental Congress, the colonies formed militias to defend themselves against British troops. Every able-bodied man was enlisted. Most of these men were farmers, craftsmen, and business owners. The rhetoric of war could be heard in the assembly halls of each colony.

IN THE VIRGINIA HOUSE OF BURGESSES, THE IMPASSIONED SPEECHES OF PATRICK HENRY FORETOLD OF THE UPCOMING REVOLUTION:

There is no retreat . . . Our chains are forged. Their clanking may be heard on the plains of Boston . . . The war is inevitable . . . Our brethren are already in the field. Why stand here idle? Is life so dear or peace so sweet as to be purchased at the price of chains and slavery? . . . I know not what course others may take; but as for me, give me liberty, or give me death!

When 700 British redcoats marched from Boston to seize the cache of weapons stored by the militia at Concord, skirmishes broke out, first at Lexington, and then at Concord. Because Paul Revere and William Dawes warned the militia of the redcoats’ approach, they had time to hide their supplies and muster enough men to force the British to retreat. One strategy that worked in their favor was that the most experienced of the militia had been formed into companies of “minutemen.” They were trained to be ready for battle within a minute’s notice.



SONG: “SONG OF THE MINUTEMEN”

VOCABULARY

- ★ **rhetoric:** the effective and persuasive use of language
- ★ **inevitable:** impossible to avoid
- ★ **cache:** a hiding place
- ★ **skirmishes:** a minor battle between small forces
- ★ **muster:** to call together
- ★ **boodle:** slang for “a crowd of people”

Song of the Minutemen

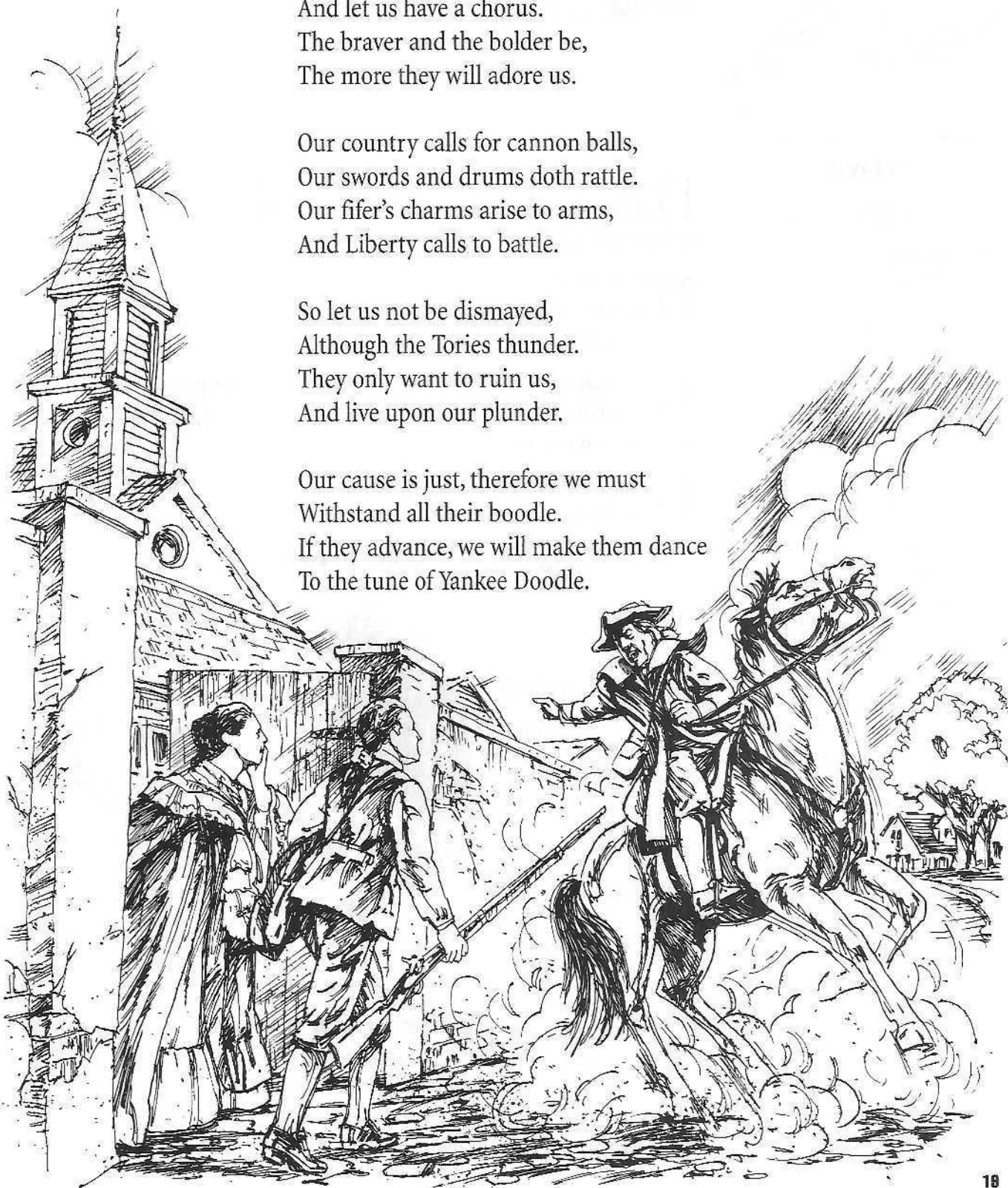
ADAPTED BY STEVEN TRAUGH

Come rise up, brother Minutemen,
And let us have a chorus.
The braver and the bolder be,
The more they will adore us.

Our country calls for cannon balls,
Our swords and drums doth rattle.
Our fifer's charms arise to arms,
And Liberty calls to battle.

So let us not be dismayed,
Although the Tories thunder.
They only want to ruin us,
And live upon our plunder.

Our cause is just, therefore we must
Withstand all their boodle.
If they advance, we will make them dance
To the tune of Yankee Doodle.





The Battles Begin

LITERATURE LINKS

Fiction

April Morning by Howard Fast (Bantam Books) A young man is swept up into the battle of Lexington on April 19, 1775.

The Secret of Sarah Revere by Ann Rinaldi (Harcourt Brace) The daughter of Paul Revere recalls her father's adventures in the Revolutionary War.

Nonfiction

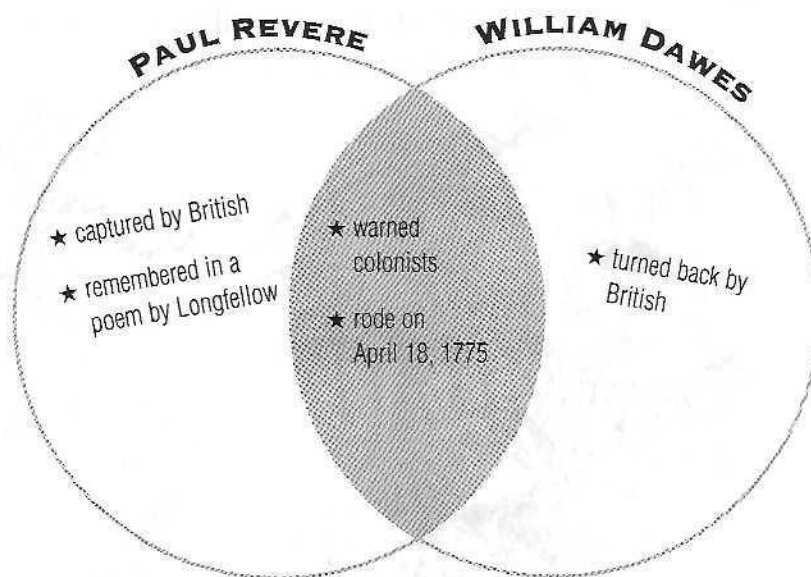
American Revolution: Give Me Liberty or Give Me Death by Deborah Kent (Franklin Watts) This is a lively account of the causes and confrontations of the war.

Revolutionary Soldier: 1775-1783 by Keith C. Wilbur (Globe Pequot Press) Text and pictures combine to paint a vivid portrait of the Continental soldier.

Where Was Patrick Henry on the 29th of May? by Jean Fritz (Putnam) This biography traces the progress of Patrick Henry from planter to statesman.

ACTIVITIES/RESEARCH

- 1) Explain that a "Tory" was the nickname given to those colonists who remained loyal to England. Ask students to research what other names were given to those people loyal to England and the origin of the names.
- 2) Have students research the soldiers' uniforms during the American Revolution. Have them design a poster that illustrates the uniform of either a British soldier or a member of the colonial militia.
- 3) Ask students to use their own brand of rhetoric to design persuasive posters to recruit colonists to sign up as minutemen. Tell them to keep in mind the job a minuteman was required to do.
- 4) Have students research the roles of Paul Revere and William Dawes during the Revolutionary War. Have them compare the two men in an essay.



ORAL PRESENTATION IDEA

Have students brainstorm what a minuteman would have to do to be ready in a minute's time. Then, have them work with a partner to dramatize an everyday action, or series of actions, that could be completed in a minute. Ask partners to demonstrate their action for the class, while the class times how long it really takes.

The Declaration of Independence



11 The great debate in the Second Continental Congress during the spring of 1776 was whether the colonies should declare independence from Great Britain. After months of debate, the Continental Congress set July 1 as the date to decide the question and appointed a five-man committee to frame a declaration of independence. The committee members were Thomas Jefferson, John Adams, Benjamin Franklin, Roger Sherman, and Robert Livingston. Franklin and Adams, both noted authors, were the senior members of the committee, but both felt that the greater task at hand was getting the other delegates to vote for independence. Therefore, the mere formality of writing a simple document fell to the only other writer on the committee, Thomas Jefferson. He based the document on the Virginia Bill of Rights, from his home state.

A divided Continental Congress convened on July 1, 1776. However, with much political maneuvering, supporters engineered a vote in favor of independence the next day. John Adams predicted that July 2 would be celebrated as a national holiday in the future.

IN A LETTER TO HIS WIFE, JOHN ADAMS WROTE:

The most memorable epoch in the history of America . . . will be celebrated by succeeding generations as a great anniversary festival . . . It ought to be solemnized with pomp, parade, . . . and illuminations from one end of the continent to the other . . .

It was not until July 3 that the Congress met to consider Jefferson's draft. Debate and rewriting ensued before the final revised draft was approved on July 4, 1776.

12 SONG: "THE LIBERTY SONG"

VOCABULARY

- ★ **convene:** come together for an official purpose
- ★ **epoch:** a noteworthy period of history
- ★ **tyrannous:** having to do with a monarch of absolute power who is unjustly severe

DISCUSSION QUESTIONS

1) Do you think John Adams' prediction came true? Give examples.

2) Did the Declaration of Independence originally speak for all people? Give examples to support your opinion.

The Liberty Song

ADAPTED BY STEVEN TRAUGH

Come join hand in hand, brave Americans all,
And rouse your bold hearts at fair Liberty's call;
No tyrannous acts shall suppress your just claim,
Or stain with dishonor America's name.

Refrain:

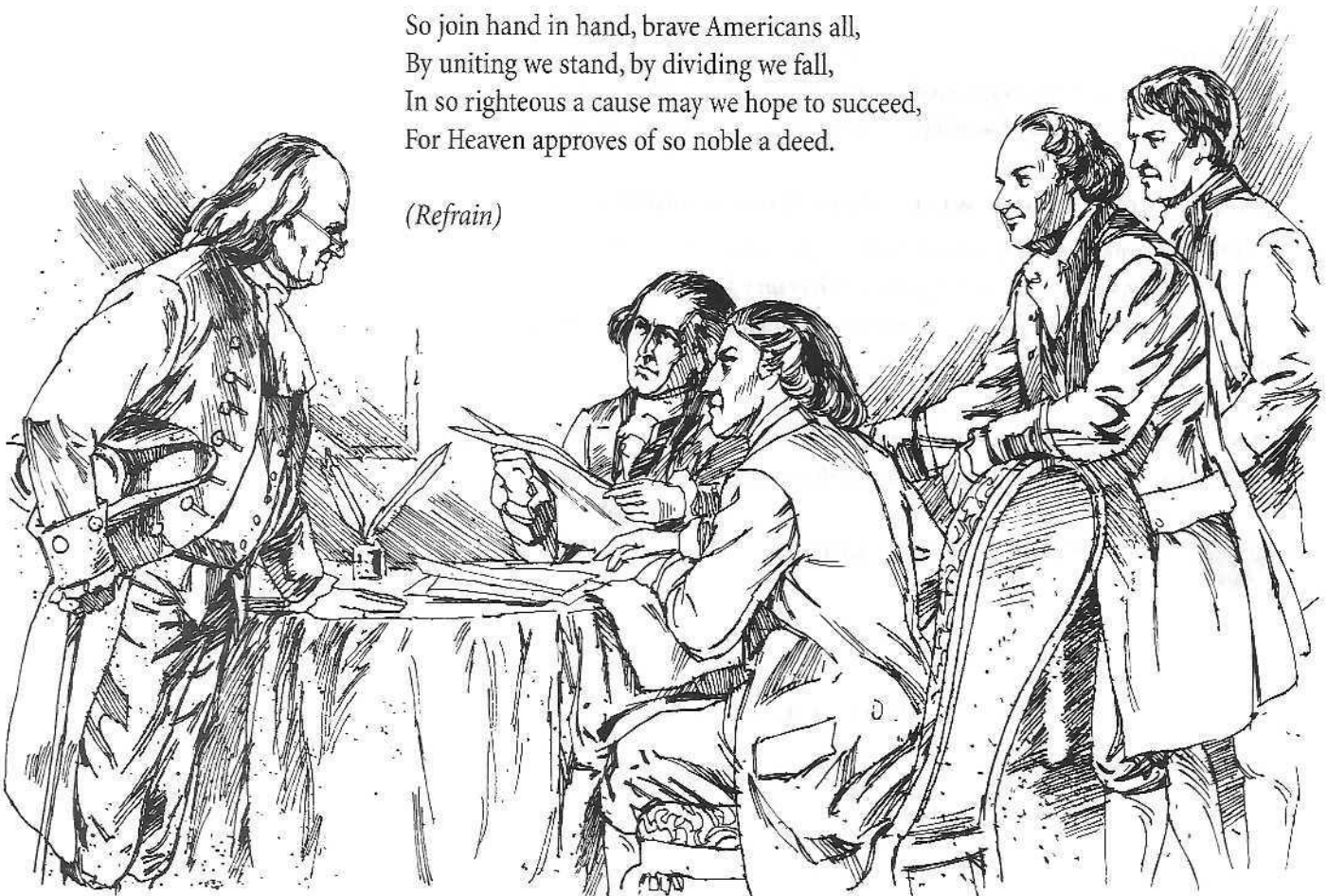
*In freedom we're born, and in freedom we'll live,
Our muskets are ready, steady boys, steady,
Not as slaves, but as freemen our lives we will give.*

All ages will speak with amaze and applause,
Of the courage we'll show in support of our cause,
To die we can bear—for to bow we disdain,
For Liberty's fall is more dreadful than pain.

(Refrain)

So join hand in hand, brave Americans all,
By uniting we stand, by dividing we fall,
In so righteous a cause may we hope to succeed,
For Heaven approves of so noble a deed.

(Refrain)

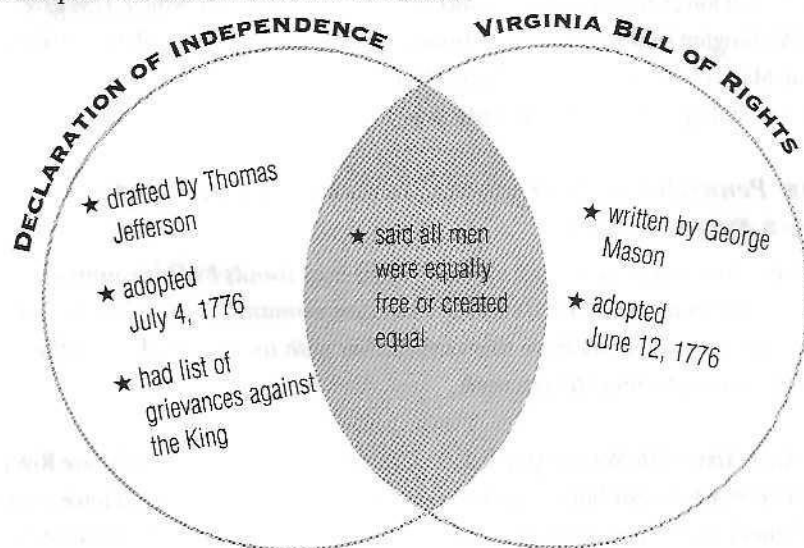


The Declaration of Independence



ACTIVITIES/RESEARCH

- 1) Ask students to research the life of one of the following founding fathers: Thomas Jefferson, John Adams, Benjamin Franklin, Roger Sherman, or Robert Livingston. Ask students to report on how the person's lifestyle did or did not match the ideals set forth in the Declaration of Independence.
- 2) Have students research what muskets were, what they looked like, and how they were used. Have students demonstrate the steps necessary to use a musket.
- 3) Ask students to examine a copy of the Declaration of Independence and the Virginia Bill of Rights. (See Literature Links.) Have them use a Venn diagram to compare and contrast these two documents.



- 4) The committee deliberately left out any wording in the declaration that addressed the issue of slavery. Have students write a paragraph that discusses why this issue goes against the wording of the declaration and why this omission was necessary at the time.

ORAL PRESENTATION IDEA

Divide the class into small groups. Have each group take one of the "truths" set forth in the Declaration of Independence (e.g., equality, pursuit of Happiness, Life, Liberty) and perform a skit that demonstrates that truth.

LITERATURE LINKS

Fiction

Johnny Treegate's Musket by Leonard Wibberley (Farrar, Straus & Giroux) A boy comes of age during the American Revolution.

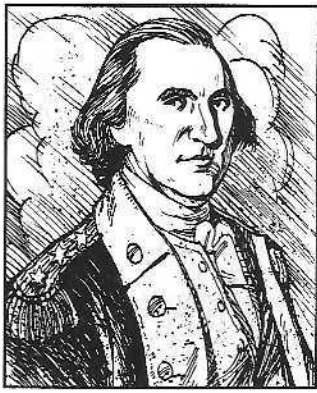
Nonfiction

Ben Franklin of Old Philadelphia by Margaret Cousins (Random House) Introduce students to this American who became a writer, printer, inventor, and statesman with this biography.

Flag For Our Country by Eve Spencer (Raintree) The legend of how Betsy Ross sewed the first American flag is presented in this book.

From Colonies to Country by Joy Hakim (Oxford) This history of the founding of our nation includes copies and explanations of the Declaration of Independence, the Virginia Bill of Rights, the Constitution, and the Bill of Rights.

Will You Sign Here, John Hancock? by Jean Fritz (Putnam) This easy-to-read biography tells about the first signer of the Declaration of Independence.



The War in the Northern Colonies

DISCUSSION QUESTIONS

- 1) Why do you think England wanted to maintain control of the colonies? What benefits did the colonies provide for England?
- 2) Why was this “the times that try men’s souls”? Give examples of other times in history that have “tried men’s souls.”
- 3) What is the mood of the song “Yankee Doodle”? Give examples of words and phrases from the song that would help encourage the soldiers.

13

JUST AS THE SECOND CONTINENTAL CONGRESS WAS ABOUT TO RATIFY THE DECLARATION OF INDEPENDENCE, JOHN ADAMS WROTE IN A LETTER:

If you imagine that I expect this declaration will ward off calamities from this country you are much mistaken. A bloody conflict we are destined to endure.

The colonies were fortunate to have the strong leadership of General George Washington in command of the Continental Army. However, the power and experience of the English forces dealt the Americans several devastating defeats. By the winter of 1776, Washington’s troops were in retreat with the British occupying key parts of New York and New Jersey. It looked as though Philadelphia would fall as well, but as the weather turned cold, the British forces stopped their advance and made camp for the winter. This gave General Washington time to gather fresh troops and plot one of the most daring strikes of the war. Many of the volunteers traditionally fought only in the warmer months. They chose to stay and fight, moved by the writings of a fellow soldier, Thomas Paine.

IN THE *Pennsylvania Journal* ON DECEMBER 19, 1776, THOMAS PAINE WROTE:

These are the times that try men’s souls . . . He that stands by [his country] now, deserves the love and thanks of man and woman. Tyranny, like hell, is not easily conquered; yet we have this consolation with us, that the harder the conflict, the more glorious the triumph.

On Christmas Day, 1776, Washington led a reinforced army across the Delaware River in a surprise attack on positions in and around Trenton, New Jersey. British forces were taken off guard and routed, giving the Continental Army a victory that emboldened the colonies and shook British confidence to its foundation.

14

SONG: “YANKEE DOODLE”

VOCABULARY

- ★ **calamities:** disasters
- ★ **consolation:** something that makes up for causing grief or despair

Yankee Doodle

ADAPTED BY STEVEN TRAUGH

All men to arms from town and farms,
We'll gather south and north,
To stand and fight for freedom's right;
Our courage summoned forth.

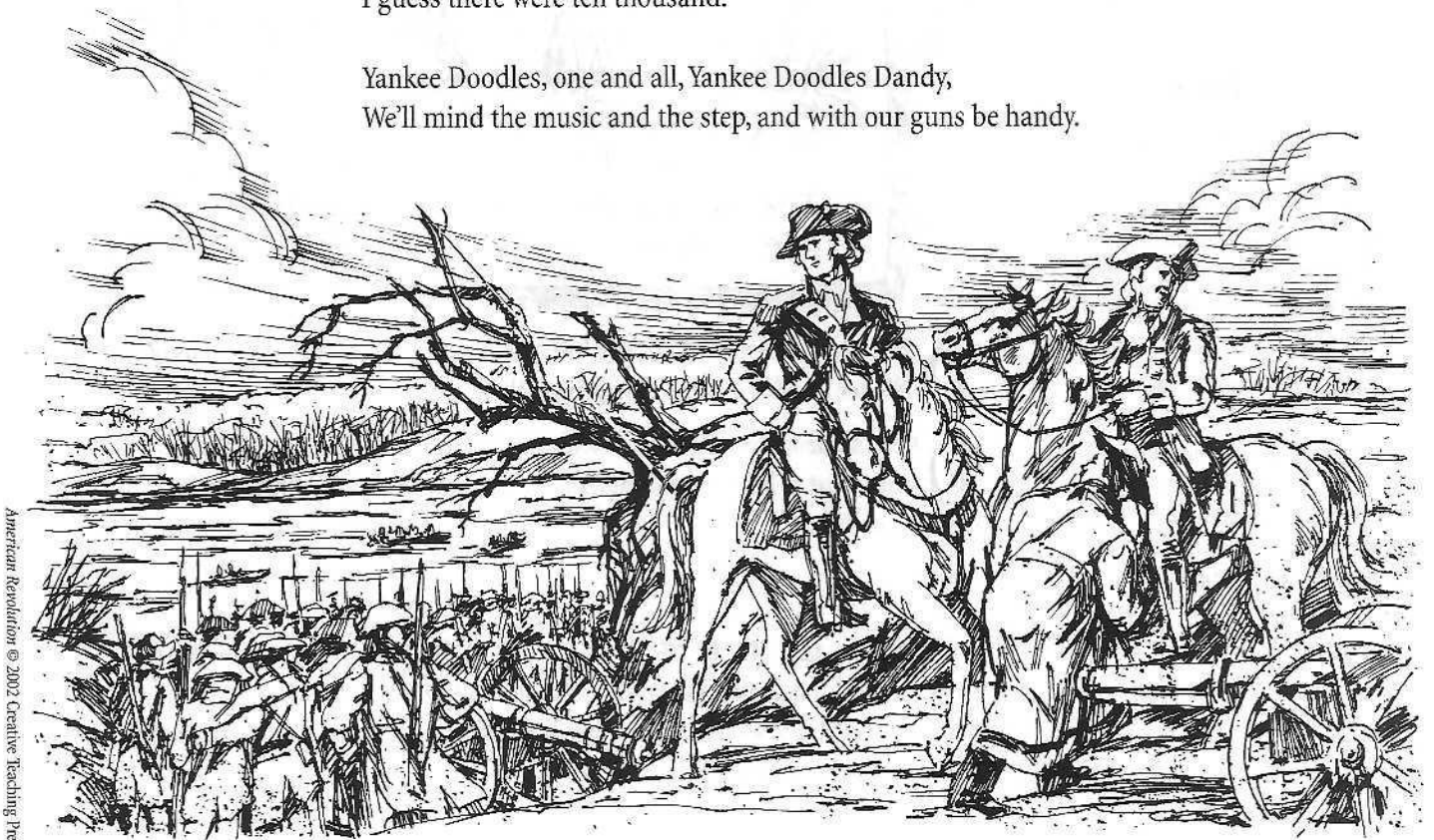
Yankee Doodle, keep it up, Yankee Doodle Dandy,
Mind the music and the step, and with your gun be handy.

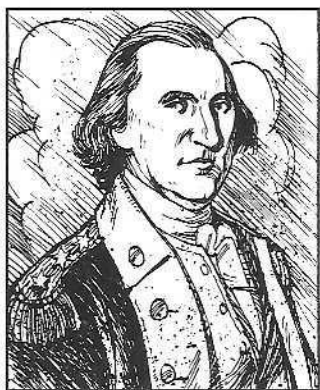
Father and I went down to camp
Along with Captain Gooding,
And there we saw the men and boys
As thick as hasty pudding.

Yankee Doodle, keep it up, Yankee Doodle Dandy,
Mind the music and the step, and with your gun be handy.

And there was General Washington
Upon his handsome stallion,
Giving orders to his men;
I guess there were ten thousand.

Yankee Doodles, one and all, Yankee Doodles Dandy,
We'll mind the music and the step, and with our guns be handy.





The War in the Northern Colonies

LITERATURE LINKS

Fiction

Guns for General Washington

by Seymour Reit (Harcourt Brace) The Knox brothers undertake the task of moving 183 cannons to Boston in the dead of winter.

War Comes to Willy Freeman

by James L. Collier and Christopher Collier (Four Winds Press) Willy Freeman and her New England slave family are caught up in the events of the Revolutionary War.

Nonfiction

Crossing the Delaware by Louise Peacock (Simon & Schuster) This book examines the events leading up to the Battle of Trenton and Washington's Crossing of the Delaware.

Food and Recipes of the Revolutionary War by George Erdosh (Rosen Publishing Group) Use this book to introduce students to foods colonists and soldiers ate during the American Revolution.

ACTIVITIES/RESEARCH

- 1) Have students research General Washington's crossing of the Delaware River. Have them write a paper about what happened and how the details of this event would give encouragement to the American troops.
- 2) In "Yankee Doodle," the singer uses the simile "as thick as hasty pudding." Ask students to research what hasty pudding was and discuss what was meant by this simile. Ask students to work in pairs to create other food-related metaphors and similes.



- 3) Ask students to use library and Internet resources to find other versions of "Yankee Doodle." Ask them to present their versions to the class.
- 4) Have students research the life and writings of Thomas Paine. Ask them to make a list of his writings and explain what effects they think his writings had on the revolution.

ORAL PRESENTATION IDEA

Divide the class into small groups. Ask each group to write an additional verse to "Yankee Doodle" that focuses on another aspect of the revolution. Have groups sing their new verses to the class.

The War in the Southern Colonies



15 In the southern colonies, the Revolutionary War began favorably for the Americans with a decisive win at Sullivan's Island in 1776. However, a series of crushing defeats turned the tide against the colonial forces. By 1780, the British felt confident that they could hold the southern colonies.

American Colonel Francis Marion organized small bands of colonial volunteers into guerrilla forces that would eventually rout the British out of South Carolina. These volunteers provided their own supplies and horses. Blacksmiths made their swords from saw blades and other metal, and their ammunition came from melted pewter cups and plates.



Using the lowland swamps, Marion's Men, as they became known, harassed the enemy and disrupted British communications and supply lines. Unfamiliar with this morass of marshes and waterways, the British were never able to defeat Marion's troops or discover their hiding place at Snow Island.

BRITISH COLONEL BANASTRE TARLETON EXPRESSED HIS FRUSTRATION:

As for this ... old [swamp] fox, the devil himself could not catch him.

Colonel Francis Marion was known as the "Swamp Fox" from then on.

16 **SONG: "SONG OF MARION'S MEN"**

VOCABULARY

- ★ **guerrilla:** a member of a small military unit that acts to harass and undermine the enemy
- ★ **morass:** an area of low-lying, soggy ground

DISCUSSION QUESTIONS

1) According to the song and narration, what do you think were some of the factors that helped make the Swamp Fox's troops so successful?

2) Use words from the song to describe the environment where Marion's troops scouted.

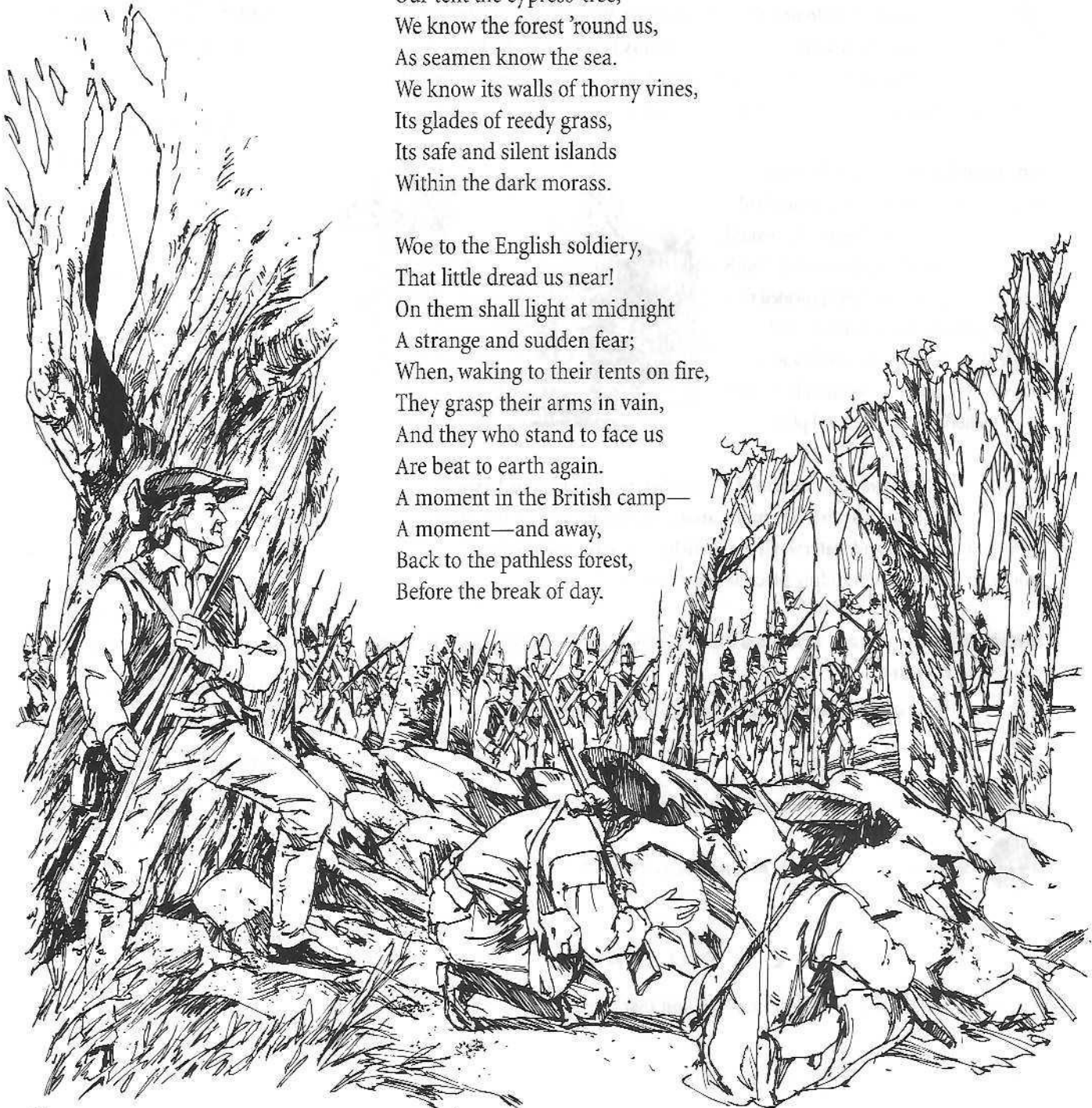
3) The resourcefulness of Marion's men led to their success against the British. According to the introductory narration and song, how did they use what was around them to supply what they needed?

Song of Marion's Men

ADAPTED BY STEVEN TRAUGH

Our band is few, but true and tried,
Our leader frank and bold;
The British soldier trembles
When Marion's name is told.
Our fortress is the good greenwood,
Our tent the cypress-tree;
We know the forest 'round us,
As seamen know the sea.
We know its walls of thorny vines,
Its glades of reedy grass,
Its safe and silent islands
Within the dark morass.

Woe to the English soldiery,
That little dread us near!
On them shall light at midnight
A strange and sudden fear;
When, waking to their tents on fire,
They grasp their arms in vain,
And they who stand to face us
Are beat to earth again.
A moment in the British camp—
A moment—and away,
Back to the pathless forest,
Before the break of day.

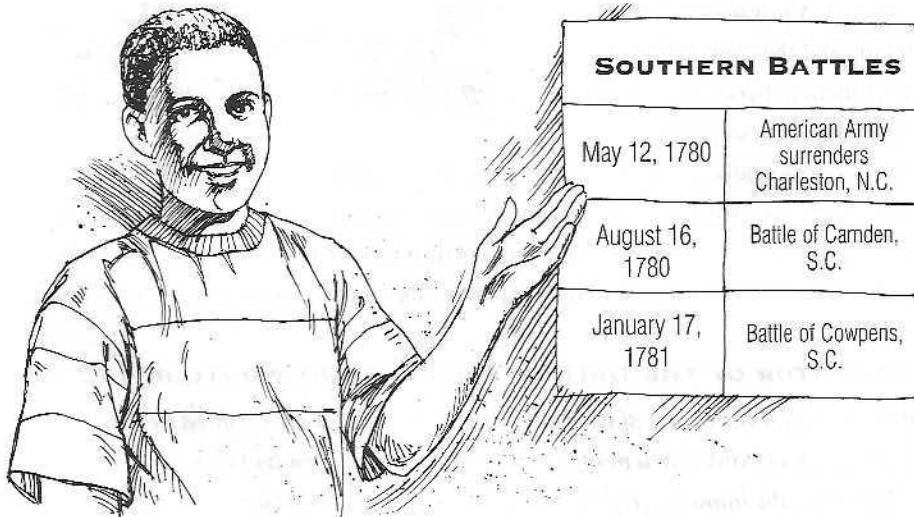


The War in the Southern Colonies



ACTIVITIES/RESEARCH

- 1) Ask students to research and report on the events of the decisive win for the Americans at Sullivan's Island in 1776.
- 2) Have students research and design a chart of the major battles that occurred in the southern colonies between 1776 and 1780. Have them note whether they were successes for the Americans or the British.



- 3) The English troops followed certain codes of conduct during war times. Have students research these codes of conduct and compare them to the guerrilla war tactics used by Colonel Marion.
- 4) Divide the class into small groups. Have each group brainstorm the qualities that make a person a good leader. Ask them to rank the qualities from the most important to the least important. Then, bring the groups together to compare and discuss the lists.

ORAL PRESENTATION IDEA

Ask students to use the information presented in "Song of Marion's Men" to write a narrative account of the efforts of Marion's men. Ask students to read their narrative to the class.

LITERATURE LINKS

Fiction

Bloody Country by James L. Collier and Christopher Collier (Scholastic) A landowner's son and a slave become friends, but they have different viewpoints about the Revolutionary War.

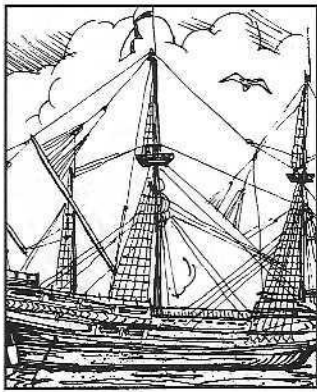
Cast Two Shadows: The American Revolution in the South by Ann Rinaldi (Harcourt Brace) Fourteen-year-old Caroline comes to understand the true nature of war.

Nonfiction

Francis Marion: The Swamp Fox by Kay Cornelius and Arthur M. Schlesinger (Chelsea House) This straightforward biography tells the story of the Revolutionary War hero.

From Savannah to Yorktown: The American Revolution in the South by Henry Lumpkin (Universe) The southern campaigns of the American Revolution are presented in this book.

The Revolutionary Swamp Fox by Idella Bodie (Sandlapper Publishing) The childhood, military service, and accomplishments of Francis Marion are discussed in this book.



David and Goliath on the Sea

DISCUSSION QUESTIONS

1) Do you think the act of privateering was good or bad? Why?

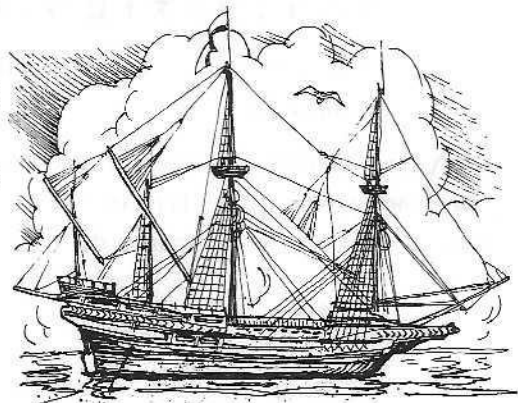
2) What kinds of goods do you think the privateers gained by raiding the British ships?

3) According to the song, who was Captain Whipple? What do we know about Captain Whipple from the song? What actions did he take?



The American Revolution occurred at a time when the British Royal Navy virtually ruled the seas. The colonies, in comparison, had only a small and untried naval fleet.

However, the American colonies also authorized the use of privateers against the British. A privateer was a ship, its captain, and the crew, authorized by a government to harass and capture enemy ships. These privateers made daring attacks against English supply ships and constantly harassed the over-confident British Navy. The incentive for risking life and property was more than patriotism. The ships' captains were allowed to keep the spoils of their conquests. These Yankee privateers successfully ventured across the Atlantic to plunder the shipping routes used by the British.



THE EDITOR OF THE BRITISH *Annual Register* WROTE IN 1777:

It is true that the coasts of Great Britain and Ireland were insulted by the American privateers in a manner which our hardiest enemies had never ventured ... Thus were the inmost ... recesses of our trade rendered insecure.



SONG: "THE YANKEE PRIVATEER"

VOCABULARY

- ★ **incentive:** something that motivates action
- ★ **frigate:** a high-speed, medium-sized sailing vessel of the 17th, 18th, and 19th centuries
- ★ **fore:** forward or to the front, or bow, of a ship
- ★ **aft:** toward the back, or stern, of a ship
- ★ **lovers:** short for land-lovers; inferring that the British couldn't sail any better than non-sailors

The Yankee Privateer

ADAPTED BY STEVEN TRAUGH

Come listen and I'll tell you
How first I went to sea
To fight against the British,
And win our liberty.

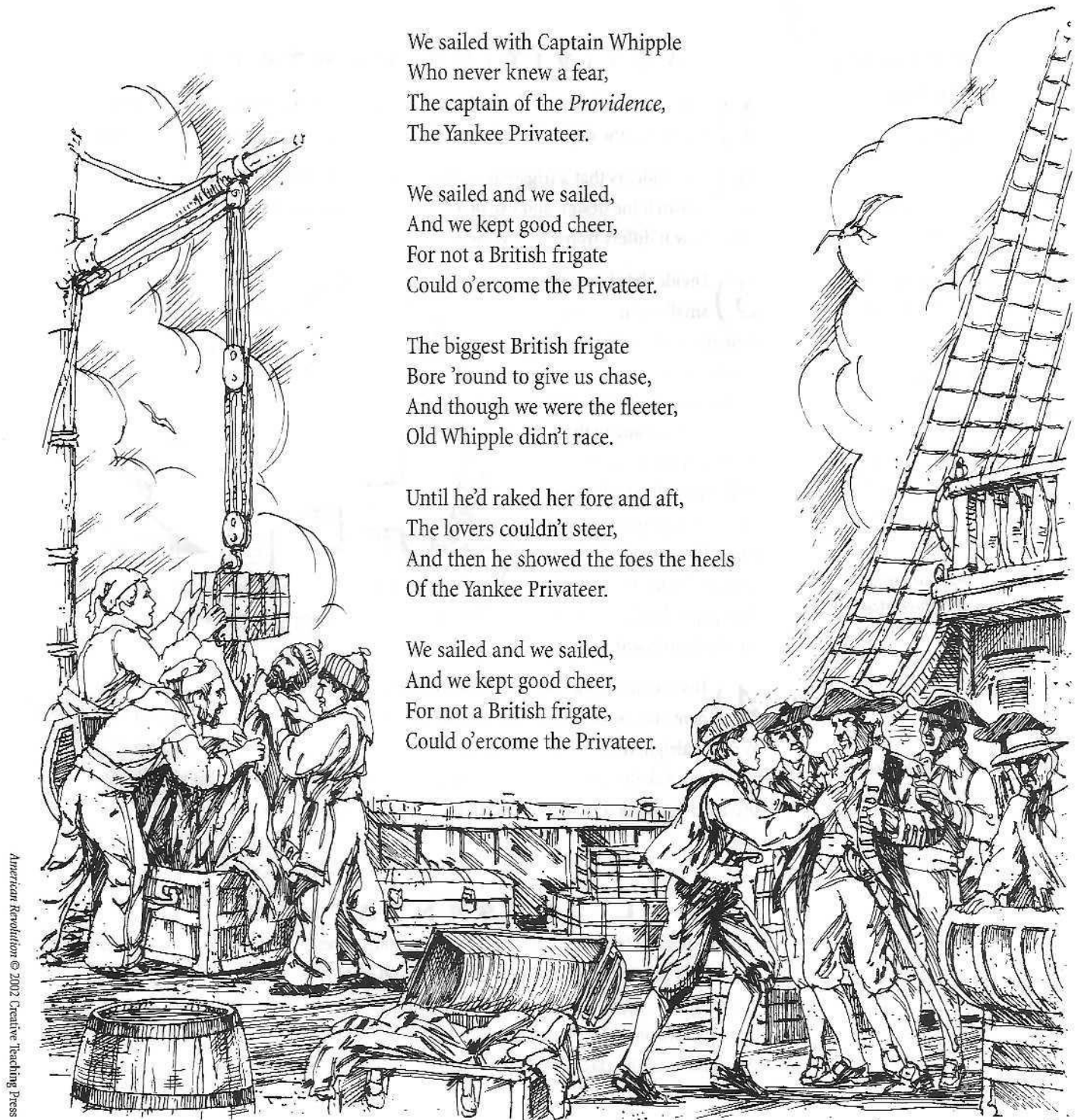
We sailed with Captain Whipple
Who never knew a fear,
The captain of the *Providence*,
The Yankee Privateer.

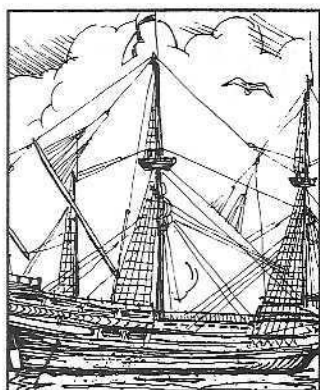
We sailed and we sailed,
And we kept good cheer,
For not a British frigate
Could o'ercome the Privateer.

The biggest British frigate
Bore 'round to give us chase,
And though we were the fleeter,
Old Whipple didn't race.

Until he'd raked her fore and aft,
The lovers couldn't steer,
And then he showed the foes the heels
Of the Yankee Privateer.

We sailed and we sailed,
And we kept good cheer,
For not a British frigate,
Could o'ercome the Privateer.





David and Goliath on the Sea

LITERATURE LINKS

Fiction

Pirate's Son by Geraldine McCaughrean (Scholastic) A penniless boy and his sister leave eighteenth-century England and accompany the son of a notorious pirate across the ocean.

Nonfiction

Adventures of Pirates and Privateers by Edith McCall (Royal Fireworks Press) Text and illustrations present the lives of six famous pirates and privateers.

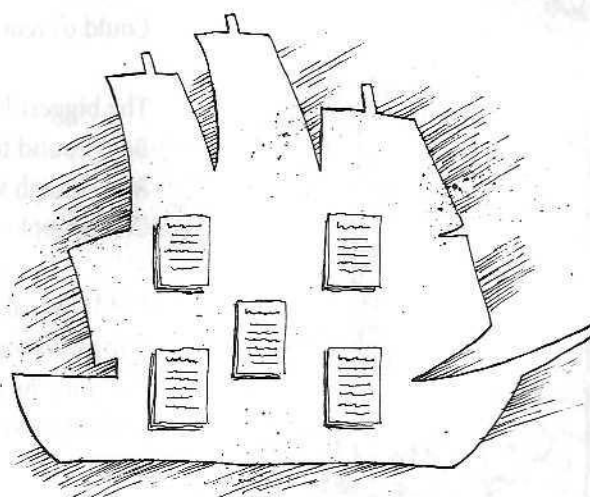
Pirates and Patriots of the Revolution: An Illustrated Encyclopedia of Colonial Seamanship by C. Keith Wilbur (Globe Pequot Press) This book re-creates the swashbuckling era of the privateer.

Ships: Sailors and the Sea by Richard Humble (Franklin Watts) A history of boats, from the ancient to the most modern, is presented in this book.

ACTIVITIES/RESEARCH

- 1) Have students research the trade routes of the 1700s. Ask them to draw a map that shows the major trade routes and the goods that came from each major port.
- 2) Tell students that a frigate is a particular type of sailing vessel. Have students research the design and use of a frigate and make an informational poster that shows how it differs from other vessels.

- 3) Divide the class into small groups. Have students use library and Internet resources to research sailing songs and sea chanteys (songs sailors sang to the rhythm of their work). For each group, draw a ship's outline on a large piece of butcher paper. Have groups choose a song and write the lyrics on their paper. Display the papers on a bulletin board.



- 4) Discuss with students the difference between a pirate and a privateer. Ask students to research the life of men who were considered privateers (e.g., Sir Walter Raleigh, Giovanni da Verrazano, Thomas Cavendish, Francis Drake, John Hawkins). Ask them to identify the country they served. Have them also identify any privateering raids they committed in the name of their country.

ORAL PRESENTATION IDEA

Divide the class into small groups. Ask each group to research the types of activities that would take place on a colonial sailing vessel (e.g., coiling lines, loading cannon, climbing the rigging, hoisting the sails). Have each group create movements that demonstrate one of these activities and pair them with a verse from "The Yankee Privateer." Ask the class to sing the song while each group takes turns performing their movements.

Women and the War



19 No single image can capture the diversity of the women of the American Revolution. They served both on and off the battlefield. Nancy Morgan Hart was the stuff of legends—six feet tall, red-haired, cross-eyed, and fiery-tempered. She was the cousin of Daniel Boone and a deadly shot. When a group of Tories invaded her home, she single-handedly killed one, wounded another, and held the rest at gunpoint until neighbors arrived and arrested the soldiers!

About 20,000 women served the military as unpaid cooks, cleaners, and nurses. Others stayed home and helped organize drives for food, clothing, and medical supplies. Chapters of the Daughters of Liberty were formed in many colonies to boycott British goods and assist in the war effort.

MERCY OTIS WARREN, A POLITICALLY ACTIVE POET AND PLAYWRIGHT, WROTE:

Who can be an unconcerned and silent spectator? Not surely the fond mother, or the affectionate wife who trembles lest her dearest connections should fall victims of lawless power ... [Though] I fear that Tragic part of the Drama will hastily Ensnare ... I would [not] give up one Iota of our rights and privileges ... we cannot be happy without being free ... we know too well the blessings of freedom to tamely resign it.

20 **SONG: "TO THE LADIES"**

21 Although some women were directly involved with the military, most stayed at home. In addition to performing their own demanding tasks, they had to do all the work left behind by the men. Most taxing of all for many women was the separation from their sons and husbands and the uncertainty about their welfare.

22 **SONG: "JOHNNY HAS GONE FOR A SOLDIER"**

DISCUSSION QUESTIONS

1) Why do you think women would have served in the military even though they were not paid to do so?

2) In the song "To the Ladies," what do you think is meant by "Make Patriot passion the fairest of fashion"?

3) Is patriotism in fashion today? What evidence can you give to support your viewpoint?

VOCABULARY

★ **iota:** a very small amount

★ **yon:** at or in an indicated place

To the Ladies

ADAPTED BY STEVEN TRAUGH

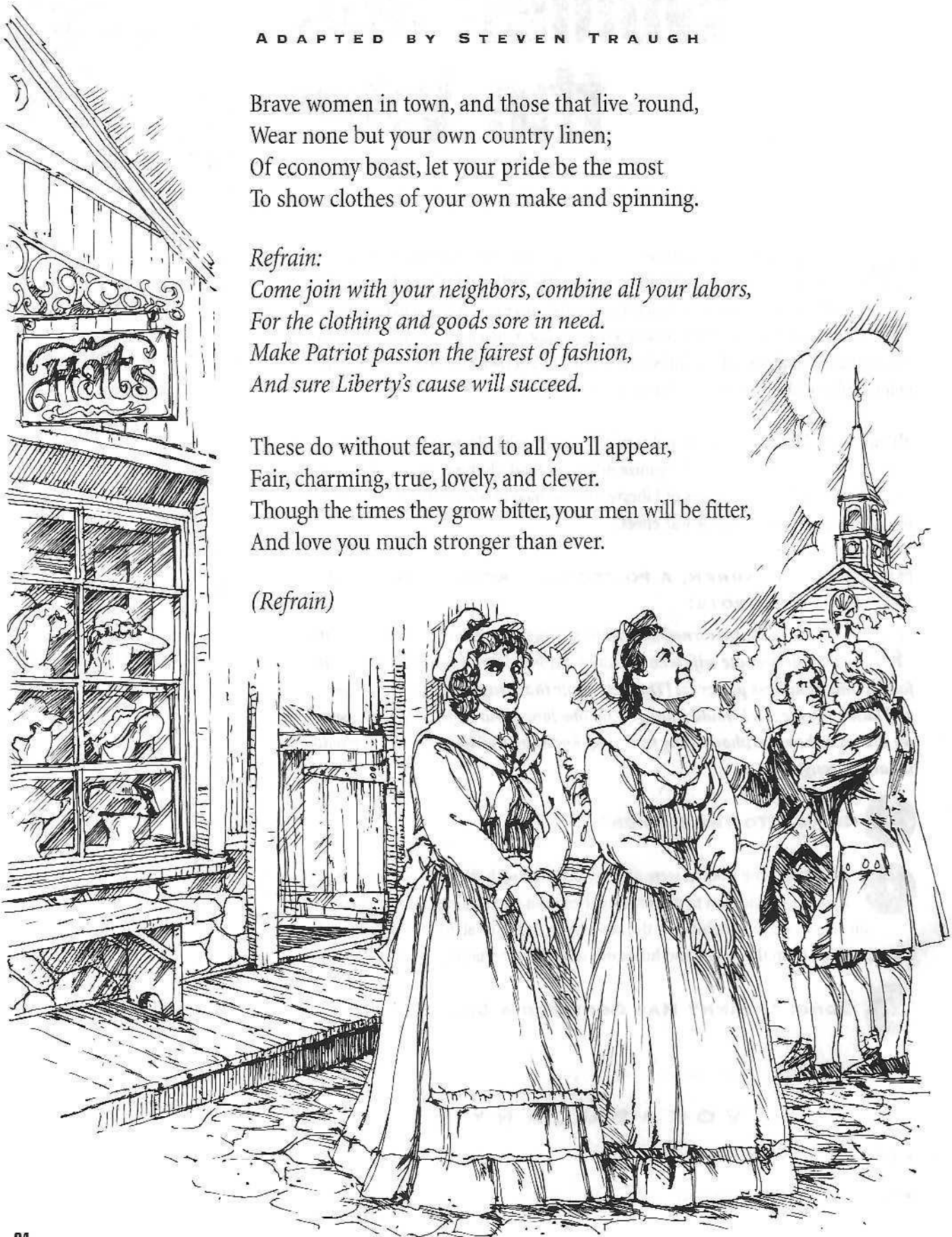
Brave women in town, and those that live 'round,
Wear none but your own country linen;
Of economy boast, let your pride be the most
To show clothes of your own make and spinning.

Refrain:

*Come join with your neighbors, combine all your labors,
For the clothing and goods sore in need.
Make Patriot passion the fairest of fashion,
And sure Liberty's cause will succeed.*

These do without fear, and to all you'll appear,
Fair, charming, true, lovely, and clever.
Though the times they grow bitter, your men will be fitter,
And love you much stronger than ever.

(Refrain)



Johnny Has Gone for a Soldier

ADAPTED BY STEVEN TRAUGH

Here I sit on yon green hill,
Who can blame me, cry my fill,
And ev'ry tear would turn a mill,
Johnny has gone for a soldier.

Me, oh my, I love him so,
Broke my heart to see him go,
And only time will heal my woe,
Johnny has gone for a soldier.





Women and the War

LITERATURE LINKS

Fiction

Sarah Bishop by Scott O'Dell (Houghton Mifflin) Young Sarah Bishop survives the deaths of her family during the American Revolution.

Nonfiction

Founding Mothers: Women of America in the Revolutionary Era by Linda Grant DePauw (Houghton Mifflin) The daily lives, social roles, and contributions of women during the American Revolution are presented in this book.

If You Lived at the Time of the American Revolution by Kay Moore (Scholastic) This book reveals what life was like, especially for children, during the war.

Molly Pitcher: Young Patriot by Augusta Stevenson (Aladdin) This childhood biography tells the story of the woman who became a Revolutionary War heroine.

Secret Soldier: The Story of Deborah Sampson by Ann McGovern (Scholastic) This is the true story of a woman who fought in the war by dressing like a man.

ACTIVITIES/RESEARCH

- 1) At any given time, there are American soldiers stationed far from home. Contact your local Veterans' Administration for the mail or e-mail addresses students can use to write to these servicemen and women.
- 2) Ask students to research and report on one of the women who chose to fight during the American Revolution (e.g., Sybil Luddington, Nancy Morgan Hart, Margaret Corbin, Mary Ludwig Hays, Deborah Sampson, Molly Pitcher, Martha Bratton).



- 3) Ask students to write a song about the role of women during the Revolutionary War and set it to the tune of a well-known song.
- 4) Have students write a letter to Nancy Morgan Hart that explains the role of women in the military today.

ORAL PRESENTATION IDEA

Divide the class in half, and ask the two groups to debate whether men or women had a more difficult time during the Revolutionary War.

A Growing Confidence



23 At the beginning of the Revolutionary War, the American people were divided in their loyalties. At least one third of the population remained loyal to England and actively supported the British cause. Many others remained neutral, waiting to see which side would prevail. With each colonial success, confidence grew among the population. The efforts of the Americans earned the respect of the British and the support of France and Spain.



IN 1777, AFTER DEFEATS IN NEW ENGLAND, BRITISH GENERAL JOHN BURGoyNE WROTE A LETTER STATING:

The great bulk of the country is undoubtedly with the [Continental] Congress, in principal and zeal; and their measures are executed with a secrecy and dispatch that are not to be equaled . . . I little foresaw that I was to be left to pursue my way through such a . . . host of foes.

The once revered British military now became the target of ridicule in popular songs of sarcasm sung throughout the colonies.

24 **SONG: "THE OLD SOLDIERS OF THE KING"**

VOCABULARY

- ★ **zeal:** enthusiastic devotion to a cause
- ★ **dispatch:** prompt completion of a task
- ★ **revered:** regarded with awe or devotion
- ★ **sarcasm:** a cutting remark intended to ridicule its subject

DISCUSSION QUESTIONS

- 1) What does the singer mean when he says, "Though we lost in the fight, we came first in the race"?
- 2) Why do you think the confidence of the colonists grew with each success in the war? Why would this change the colonists' loyalties?
- 3) Identify some specific examples of sarcasm in the song.

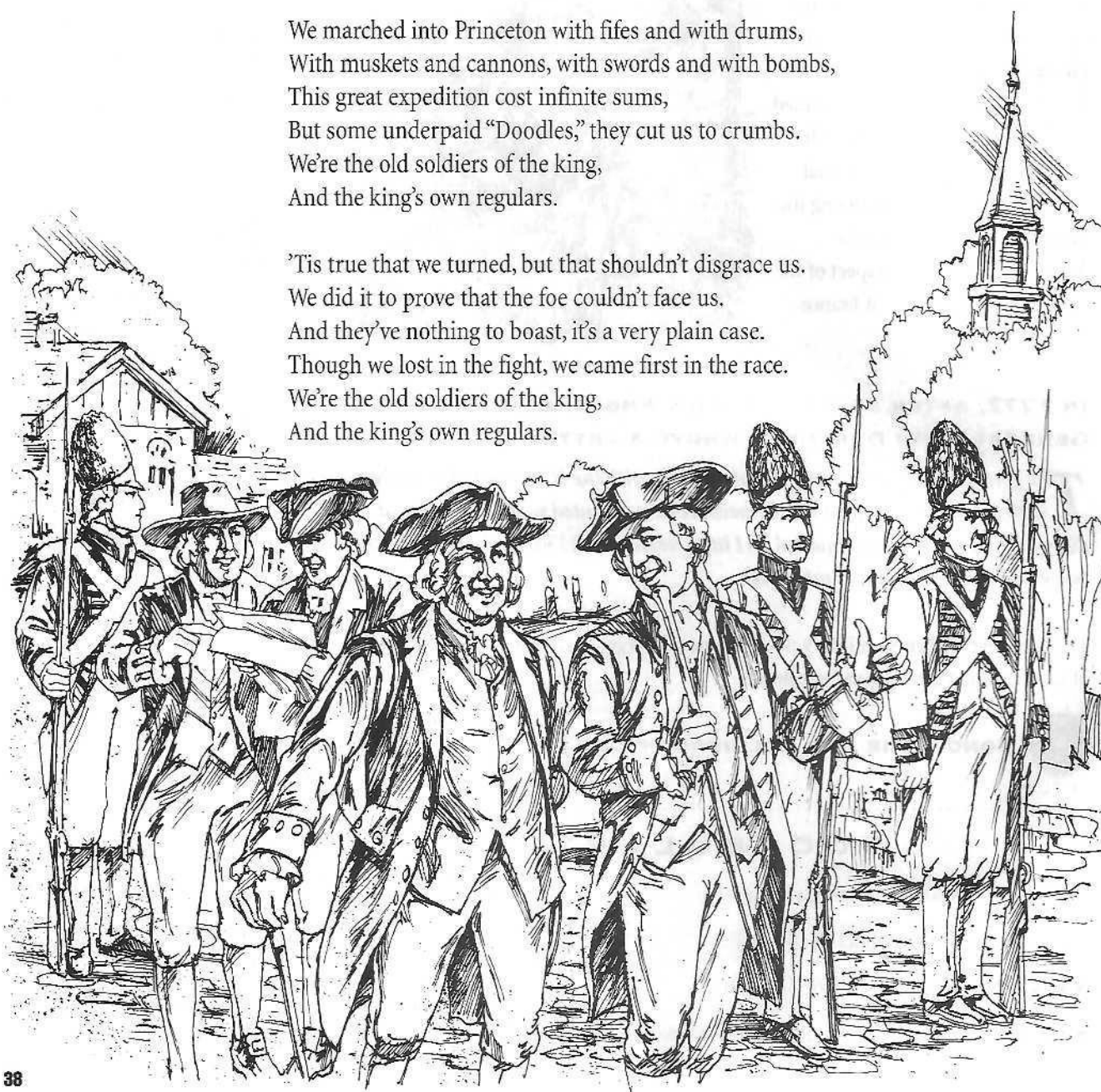
The Old Soldiers of the King

ADAPTED BY STEVEN TRAUGH

At Lexington we met with rebels one day.
We got ourselves up in our finest array.
Our heads bid us stand, our hearts bid us stay,
But our legs were strong-minded and took us away.
We're the old soldiers of the king,
And the king's own regulars.

We marched into Princeton with fifes and with drums,
With muskets and cannons, with swords and with bombs,
This great expedition cost infinite sums,
But some underpaid "Doodles," they cut us to crumbs.
We're the old soldiers of the king,
And the king's own regulars.

'Tis true that we turned, but that shouldn't disgrace us.
We did it to prove that the foe couldn't face us.
And they've nothing to boast, it's a very plain case.
Though we lost in the fight, we came first in the race.
We're the old soldiers of the king,
And the king's own regulars.



A Growing Confidence



ACTIVITIES/RESEARCH

- 1) Have students research how and why music, particularly drums, was used during battle. Ask them to present to the class some of the commands that were conveyed by drum.
- 2) Ask students to research the role of France in the outcome of the American Revolution. Have them report on the support provided by the French government or the French citizens who helped lead the revolution.



- 3) Lead a class discussion about the difficulties children of the Revolutionary War era would have faced in their day-to-day lives. Then, ask students to discuss some of the problems they face in the modern world. Ask them to draw comparisons about how their own lives are similar to or different from the lives of colonial children.
- 4) Explain to students that France was careful in its negotiations with the American colonies because of its agreements with Spain. Have students research the agreements between France and Spain at this time. Ask them to report on Spain's role in the American Revolution.

ORAL PRESENTATION IDEA

Divide the class into small groups. Have each group create a rhythm pattern that signals a certain classroom activity (e.g., line up, pass papers to the front). Have each group present their rhythm pattern to the class. Ask the class to practice following each rhythm command.

LITERATURE LINKS

Fiction

The Arrow Over the Door by Joseph Bruchac (Dial) In 1777, a group of Quakers and a party of Indians scouting for the British have a memorable meeting.

The Fighting Ground by Avi (HarperCollins) Jonathon wants to be a part of the war and one morning he gets his chance.

My Brother Sam Is Dead by James L. Collier and Christopher Collier (Four Winds Press) A boy growing up in Connecticut is torn between family loyalties when his brother chooses to join the Patriots against the wishes of his Loyalist father.

Nonfiction

Why Not, LaFayette? by Jean Fritz (Penguin Putnam) The French nobleman who helped the Americans fight for freedom is profiled in this biography.



American Victory

DISCUSSION QUESTIONS

1) Why do you think the British considered the world to be “turned upside down” by an American victory?

2) Identify examples in the song that show the world had been turned upside down. Explain how they show this.

25 England was a reigning world power at this time in history and should have crushed the American rebellion in short order. However, the British underestimated the colonists’ fierce determination, the quality of colonial leadership, and the assistance of the French allies. On October 19, 1781, the unimaginable happened when the British commander, Lord Cornwallis, was defeated at Yorktown and forced to surrender to General George Washington, thus winning the war for the Americans.



EBENEZER DENNY RECORDED IN HIS DIARY THE EVENTS OF THAT DAY:

In the morning [we] had the pleasure of seeing . . . a [British] officer, holding up a white handkerchief, made his appearance outside their works; the drummer accompanied him, beating [a parley]. Our batteries ceased. The constant firing was too much for the sound of a single drum; but when the firing ceased, I thought I never heard a drum equal to it—the most delightful music to us all.

It has been reported that the British band played “The World Turned Upside Down” during the surrender.

26 **SONG: “THE WORLD TURNED UPSIDE DOWN”**

VOCABULARY

- ★ **reigning world power:** a nation that leads the world with its economy, military, and influence
- ★ **parley:** a particular rhythm played upon a drum

The World Turned Upside Down

ADAPTED BY STEVEN TRAUGH

If buttercups buzzed after the bee,
If boats sailed on land and we walked on the sea,
If horses rode men and the grass ate the cows,
If cats should be chased into holes by the mouse,
If kings wore their thrones and sat down on their crowns,
If summer were spring and the other way 'round,
Then all the world would be upside down.





American Victory

LITERATURE LINKS

Fiction

Finishing Becca: A Story About Peggy Shippen and Benedict Arnold by Ann Rinaldi (Harcourt Brace) This story tells about the socialite who influenced Benedict Arnold, who then betrayed his own forces.

The Sherwood Ring by Elizabeth Marie Pope (Houghton Mifflin) A modern day teenager is visited by the ghosts of her ancestors, who served in the Continental army.

Nonfiction

Lord Cornwallis: British General by Daniel E. Harmon (Chelsea House) This is a biography about the British general and his role in the Revolutionary War.

The World Turned Upside Down: George Washington and the Battle of Yorktown by Richard Ferrie (Holiday House) This book examines the events surrounding the pivotal battle that ended the American Revolution.

ACTIVITIES/RESEARCH

- 1) Ask students to create cartoons that show one of the images described in "The World Turned Upside Down."



- 2) Have students research the reasons why the French joined the Revolutionary War effort on the colonists' side. Ask them to identify what the French gained and what the Americans gained.
- 3) Ask students to research the surrender of the British at Yorktown. Ask them to write a narrative about what happened that day.
- 4) Have students research the life and career of British General Lord Cornwallis. Have them write a brief summary of his military career and predict what his life was like after the war.

ORAL PRESENTATION IDEA

Have partners create an additional verse to "The World Turned Upside Down" that is further evidence of this calamity (e.g., *If women wore chairs and sat down on their hats, If children liked broccoli better than sweets*). Have the class sing the song with the new verses.

Independence



27 Gaining independence from England helped to forge an emerging identity for the colonists that was uniquely American. Americans had cast off the tyrannical form of government that dominated the rest of the world and in its place embarked on a revolutionary course of self-rule. Many people in both Europe and America saw government “by and for the people” as a radical experiment that was doomed to failure. Others, however, saw the emerging nation as a beacon of the future with a model of government that would cause great changes in the world. While immense problems and challenges faced the newly independent states, America had created a form of government with rights and opportunities for its citizens that were only dreamed of in the rest of the world. America came to be known as a country where individuals from many lands gathered together to form a new kind of society dedicated toward equality, freedom, and justice for all.

28 **SONG: “HAIL COLUMBIA”**



VOCABULARY

- ★ **tyrannical:** relating to a tyrant (one who is oppressive and severe)
- ★ **radical:** much different than the ordinary; extreme
- ★ **valor:** courage and boldness

DISCUSSION QUESTIONS

1) In the newly formed country, do you think all individuals had equality, freedom, and justice for all? Why or why not?

2) What kinds of problems and challenges do you think the newly independent states faced?

3) According to the song, what did the new country gain? What price did it pay as a result?

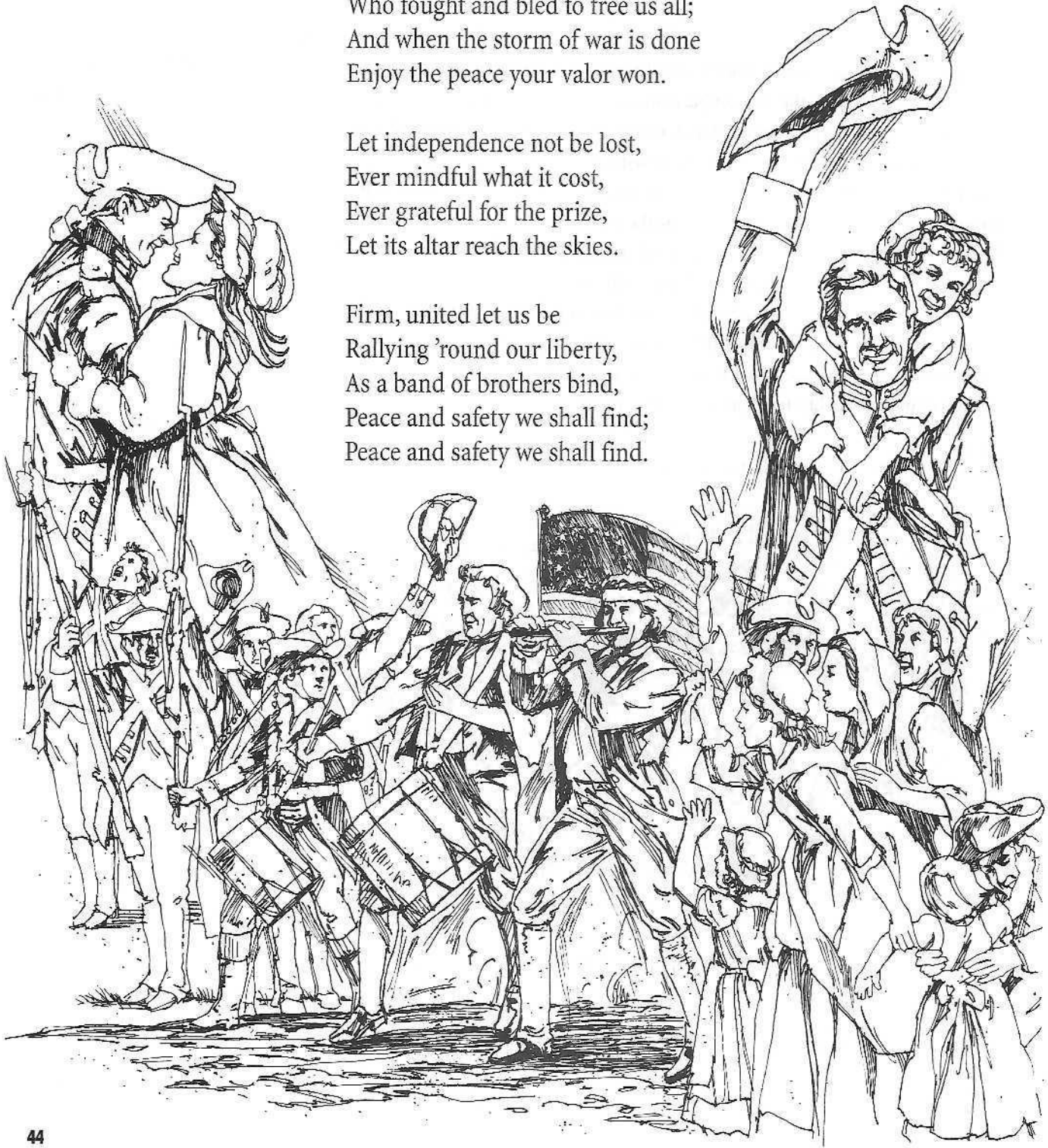
Hail Columbia

ADAPTED BY STEVEN TRAUGH

Hail Columbia, happy land,
Hail ye heroes, heaven-born band
Who fought and bled at freedom's call,
Who fought and bled to free us all;
And when the storm of war is done
Enjoy the peace your valor won.

Let independence not be lost,
Ever mindful what it cost,
Ever grateful for the prize,
Let its altar reach the skies.

Firm, united let us be
Rallying 'round our liberty,
As a band of brothers bind,
Peace and safety we shall find;
Peace and safety we shall find.



Independence



ACTIVITIES/RESEARCH

- 1) Our society is dedicated to "equality, freedom, and justice for all." Have students list the ways we meet that goal and the ways we fail. Have them conclude with a suggestion on what we can do to move us all closer to this goal.
- 2) Ask students to research the other forms of government that were in existence in 1781. Have them explain why government "by and for the people" was considered to be a radical experiment and yet represented a beacon for the future.
- 3) Divide the class into groups. Have each group write on separate pieces of paper ten vocabulary terms they remember from the lessons in this book. Place all the papers in one container. Have groups take turns drawing a paper from the container and using the word in a sentence related to the Revolutionary War.
- 4) Explain to students that after the war, the new nation had the difficult task of building a strong and united country. James Madison and Alexander Hamilton were two men who would play important roles in the new nation. Ask students to research and report on one of these two men.

ORAL PRESENTATION IDEA

Divide the class into small groups. Assign each group a phrase from the Pledge of Allegiance. Ask each group to design a poster or collage that illustrates the meaning of the phrase. Have each group present their poster to the class in the proper order.



LITERATURE LINKS

Nonfiction

Book of the New American Nation by Howard Egger-Boret and Marlene Smith-Baranzini (Little, Brown & Company) This book explains how the thirteen colonies created a new nation.

Building a New Nation, 1789-1801 by Christopher Collier and James L. Collier (Marshall Cavendish) The people and events that shaped the political development of the United States are presented in this book.

First Facts About American Heroes by David C. King (Blackbirch Press) This is an introduction to the important people and events in our nation's history.

From Sea to Shining Sea by Amy L. Cohn (Scholastic) Supplement your lessons with this collection of folk songs, poems, and stories that tell the story of the history of America.

Performance Suggestions

Large musical productions can be enriching and memorable experiences for students. The narration, quotes, and songs of *American Revolution: The Journey Toward Independence* can be performed either in part or in their entirety. Class performances help students understand the dynamics of teamwork and give them a positive outlet for their creativity, talent, and energy. Parents love to see and hear their children perform, and the energy generated through such experiences can help unify the school and the community.

Dramatic productions are a large undertaking, so be sure to allow at least two months for preparation. Consider collaborating with colleagues and parent volunteers so some of the program, staging, and costume responsibilities can be shared.

These are some of the major components of a performance:

- | | |
|----------------------------|---------------------|
| ★ invitations and programs | ★ props |
| ★ audio-visual equipment | ★ costumes |
| ★ lights | ★ speaking parts |
| ★ scripts | ★ nonspeaking parts |

Discuss with the class details of each component, and have students choose their area of responsibility.

Select and photocopy the reproducible introductory narrative and song pages you want to use for the classroom performance. Include all songs and narratives or just particular selections. Keep in mind that introductory narratives can be broken down into additional parts as needed. Give each student a copy of the script, and have students highlight their speaking parts. On this same copy, ask them to take notes about voice expression, props, and other areas for which they are responsible.

Assign roles according to student interest and ability. You may also wish to have students practice more than just their parts; in the event of an absence, it is helpful to have an understudy.

Review listening and speaking skills with students. Discuss with students how each skill affects their part. Model verbal and nonverbal examples, and allow them to contribute ideas on how they should perform their role.



LISTENING AND SPEAKING SKILLS

When students perform, it gives them an opportunity to practice verbal skills related to voice, phrasing, and volume and nonverbal skills related to gestures, body language, and eye contact.

VOICE

Have students write script notes as part of a whole-class activity. Show students how to underline words they should emphasize when they speak and note any punctuation that indicates the emotions involved in the reading. Discuss with students the main idea of the passage and how it should be presented to the audience.

PHRASING

Show students how to place a slash mark on their script to indicate where they should pause. Explain that pausing helps speakers avoid reading a passage in a sing-song manner and helps them more easily memorize the passage by breaking it into more manageable chunks.

VOLUME

Demonstrate how good posture, deep breathing, and phrasing help project the sound of your voice. Then, when students speak too softly, lead them to correct the behavior that is causing them to lose volume. This positive approach is more effective than just telling them "You're not loud enough."

GESTURES

Gestures liven up the performance, help the audience understand the content, and help students memorize their parts. Remind students that gestures must have meaning and be large enough for the audience to see.

EYE CONTACT

Tell students that eye contact makes the audience feel like they are a part of the program. Suggest that students focus on attentive members of the audience, focus on a point just slightly above the heads of the audience, and scan the audience with their eyes.

BODY LANGUAGE

Explain that our bodies speak volumes. Encourage students to show confidence in the way they hold their body (e.g., shoulders back, stomach in, chin up). Ask them to face the audience, smile, be enthusiastic, and exude energy and poise. Show students how to position their body so the audience is not viewing them from the side or back.

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Adult Voices:	John Archambault, Don Bowman, Diane Burt, Stephanie Yost Cameron, Jim Cardagis, Nick D'Amico, Ed Fuller, Daniel Greene, Janet Hammer, Fran Hartshorn, Marshall Hawkins, Steve Hudson, Myron Jackson, Philip Marciszewski, Julie McCoart, Scott Ornelich, Marguerita Page, John Revheim, Genny Rose, Randy Seward, William Stromberg, Steven Traugh
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Research Coordinator:	Susan Traugh
Musical Arrangements:	David Metzger, Steven Traugh

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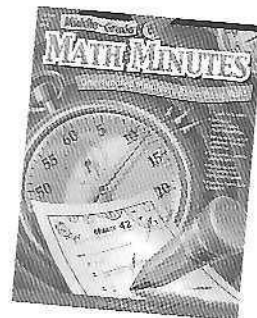
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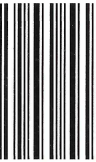


Steven Traugh is an award-winning composer, educator, and author. In addition to this *Voices of American History* series, his publications and recordings include three other outstanding series from Creative Teaching Press: *Read-a-Rhyme*, *Fun Phonics*, and *Music & Movement in the Classroom*. He has received commissions from the National Endowment for the Arts, the Los Angeles Philharmonic Orchestra, and the National Orff-Schulwerk Society. Steven has appeared on NBC's *Today Show* and *The Sunday Show*, *Steps to Learning* on CBS, and an Emmy Award-winning segment of *Romper Room*. He holds B.A. and M.A. degrees in music from West Virginia University and has taught music and education courses for school districts, colleges, and universities throughout the United States.

ISBN 1-57471-842-8



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